# DOCUMENT RESUME

ED 217 051 TM 820 232

| | |
|---|---|
| AUTHOR | McAdams, Kathy; And Others |
| TITLE | National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary. |
| INSTITUTION | Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation. |
| SPONS AGENCY | National Center for Education Statistics (ED), Washington, DC. |
| PUB DATE | Sep 81 |
| CONTRACT | OEC-0-73-6666 |
| NOTE | 323p.; For related documents, see TM 820 233. Parts may be marginally legible due to small print. |
| AVAILABLE FROM | Statistical Information Office, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Ave., S.W., Washington, DC 20202. |
| EDRS PRICE | MF01/PC13 Plus Postage. |
| DESCRIPTORS | Data Collection; Grade 12; *Graduate Surveys; High Schools; *Longitudinal Studies; Outcomes of Education; Research Design; Sampling; *Vocational Followup |
| IDENTIFIERS | *National Longitudinal Study High School Class 1972 |

ABSTRACT

Meant to study post secondary educational and vocational activities, the National Longitudinal Survey of the High School Class of 1972 (NLS) is reported to have consistently succeeded in overcoming diminishing response rates and sample attrition found in other longitudinal surveys. The purpose of understanding the focus and experiences affecting plans and attainments of young adults is discussed with the secondary purpose of extending scientific knowledge of human development in transition years. In a brief history of the NLS, the origins and goals are discussed. With the design and content of the sample, the summary also covers the NLS questionnaire design through the fourth instrument, the administration of the pretests, base year and followup surveys, data preparation and quality, and the use of data by federal agencies, social scientists and others. Material extracted from key NLS documents is provided. Tables illustrate statistical and variables data, and the appendices include complete survey instruments with an NLS bibliography. (CM)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

ED217051

# NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

## AN HISTORICAL OVERVIEW AND SUMMARY

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Prepared for the

National Center for Education Statistics
Office of the Assistant Secretary for Educational Research and Improvement
U.S. Department of Education

Contract No. OEC-0-73-6666

by

Center for Educational Research and Evaluation
Research Triangle Institute
Research Triangle Park, North Carolina 27709

September 1981

TM 820 432

## FOREWORD

The National Longitudinal Study of the High School Class of 1972 (NLS) was designed to provide an ongoing and updated data base for a nationally representative sample of high school seniors as they moved out of the American high school system into the critical years of early adulthood. The study began with a group-administered survey of these young adults conducted in spring 1972 prior to their leaving high school. This was followed by a series of periodic mail and personal interview follow-up surveys. The first follow-up survey was conducted from October 1973 to April 1974, the second from October 1974 to April 1975, the third from October 1976 to April 1977, and the fourth from October 1979 to May 1980. A second longitudinal study, the High School and Beyond (HS&B) study, subsequently has been initiated, beginning with a survey of 1980 high school sophomores and seniors.

The purpose of these surveys was to obtain information about the basic educational and vocational activities of young adults and their continuing or revised plans, aspirations, and attitudes, and both studies should contribute to an understanding of early adult development and of factors determining individual educational and career outcomes. Such information is useful as a basis for review and reformulation of Federal, state, and local policies affecting the transition of youth from school to adult life.

The NLS data collected from the in-school and follow-up surveys have been merged and processed, and the availability of this longitudinal data base encourages in-depth research for meeting educational policy needs at local, state, and Federal levels. This report summarizes historic details of the purposes and methods underlying NLS operation, as well as some relevant outcomes from the study.

Additional information about the availability of NLS or HS&B reports may be obtained from the Statistical Information Office, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202, telephone (301) 436-7900. Inquiries about availability of related computer tapes should be directed to Data Systems Branch, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202, telephone (301) 436-7944.

David Sweet, Director
Division of Multilevel Education Statistics
NCES

C. Dennis Carroll, Chief
Longitudinal Studies Branch
NCES

# ACKNOWLEDGEMENTS

This document is the result of compiling, abstracting, and editing material from a large number of existing sources. A first draft compilation was accomplished for the greater part by Kathy McAdams and Mary Ellen Taylor of RTI. Subsequently several RTI staff members familiar with the NLS history have provided additional substantive editorial input to the report, principal among whom were G. J. Burkheimer, J. A. Davis, G. H. Dunteman, J. A. Riccobono, and I. R. Weiss. Guidance and editorial input were also received from Bill Fetters of NCES and from Andrew Kolstad, the NCES project officer. Typing, proofing, and assembling of the final report were accomplished by Pam Mikels and Barbara Elliott of RTI.

A final word of acknowledgement and an expression of gratitude is due to the many persons in the Federal government and at RTI who assisted in planning and implementing the National Longitudinal Study of the High School Class of 1972; to the more than 20,000 young adults who took the time and effort to provide comprehensive, detailed information about their lives; and to the participating high schools that made it possible to initiate the study in 1972.

4

# CONTENTS

Page

Chapter 1: The National Longitudinal Study of the High School Class of 1972: A Brief History . . . . . . . . . . . . . 1
  I. Overview . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
  II. Origins and Goals of the NLS . . . . . . . . . . . . . . . . . 2
  III. NLS Accomplishments in the First Decade . . . . . . . . . . . 4
  IV. Methodological Problems and Innovations . . . . . . . . . . . . 7
  V. Problems for NLS Users . . . . . . . . . . . . . . . . . . . . 8
  VI. Plans for the Future of NLS . . . . . . . . . . . . . . . . . . 9
  VII. Contents of This Report . . . . . . . . . . . . . . . . . . . 10
Chapter 2: Sample Design and Weighting . . . . . . . . . . . . . . . 11
  I. Basic Sample Design . . . . . . . . . . . . . . . . . . . . . . 11
  II. Sample Redefinitions and Augmentations . . . . . . . . . . . . 12
  III. Subsampling Procedures . . . . . . . . . . . . . . . . . . . . 13
  IV. Weighting Procedures . . . . . . . . . . . . . . . . . . . . . 14
    A. Unadjusted Student Weights . . . . . . . . . . . . . . . . . 15
    B. Adjusted Student Weights . . . . . . . . . . . . . . . . . . 16
Chapter 3: Design of the NLS Questionnaires . . . . . . . . . . . . . 19
  I. Overview . . . . . . . . . . . . . . . . . . . . . . . . . . . 19
  II. Brief Description of Instruments . . . . . . . . . . . . . . . 25
    A. Base-Year Instruments . . . . . . . . . . . . . . . . . . . . 25
    B. First Follow-Up Questionnaire . . . . . . . . . . . . . . . . 25
    C. Second Follow-Up Instruments . . . . . . . . . . . . . . . . 26
    D. Third Follow-Up Questionnaire . . . . . . . . . . . . . . . . 27
    E. Fourth Follow-Up Instruments . . . . . . . . . . . . . . . . 27
  III. Changes and Continuities in the Questionnaire . . . . . . . . 28
Chapter 4: Administration of the NLS Surveys: The Design Study, Base-Year and Follow-Ups . . . . . . . . . . . . . . . . 31
  I. Design Study . . . . . . . . . . . . . . . . . . . . . . . . . 31
  II. Base-Year Study . . . . . . . . . . . . . . . . . . . . . . . 32
  III. Follow-Up Surveys . . . . . . . . . . . . . . . . . . . . . . 34
    A. Use of Newsletters . . . . . . . . . . . . . . . . . . . . . 35
    B. Tracing Activities . . . . . . . . . . . . . . . . . . . . . 36
    C. Mail Survey and Follow-Up Procedures . . . . . . . . . . . . 36
    D. Field Interviews . . . . . . . . . . . . . . . . . . . . . . 37

CONTENTS--Continued

Page

IV. Questionnaire Response Rates and Patterns . . . . . . . . . . . 37

Chapter 5: Data Preparation and Data Quality . . . . . . . . . . . . 41

I. Available NLS Data Files . . . . . . . . . . . . . . . . . . . 41

II. Processing the Base-Year Data . . . . . . . . . . . . . . . . 42

III. Processing the Follow-Up Data . . . . . . . . . . . . . . . . 43

IV. Data Quality . . . . . . . . . . . . . . . . . . . . . . . . 44

Chapter 6: Use of the NLS Data . . . . . . . . . . . . . . . . . . . 47

Appendix A. NLS Instruments . . . . . . . . . . . . . . . . . . . . A.1

Appendix B. NLS Bibliography . . . . . . . . . . . . . . . . . . . . B.1

## LIST OF TABLES

Page

1. Number of participating schools by category . . . . . . . . . . . 13
2. Content areas in each survey . . . . . . . . . . . . . . . . . . . 22
3. Student questionnaire response rates . . . . . . . . . . . . . . . 38
4. Response patterns for base-year and follow-up student questionnaire surveys . . . . . . . . . . . . . . . . . . . . . . . . . 39
5. Number of NLS studies by subject area . . . . . . . . . . . . . . 48
6. Number of reports issued in each year . . . . . . . . . . . . . . 49
7. Types of reports involving NLS data to January 1981 . . . . . . 50

## LIST OF FIGURES

Page

1. Paradigm for NLS instruments . . . . . . . . . . . . . . . . . . . 20

# Chapter 1

# The National Longitudinal Study of the High School Class of 1972: A Brief History

## I. OVERVIEW

The National Longitudinal Study of the High School Class of 1972 (NLS) is a Federally sponsored longitudinal study tracking the educational and educationally relevant progress of a representative national sample of more than 23,000 young people. Respondents were first surveyed in 1972 when they were seniors in high school. Now, 9 years and four follow-up surveys later, NLS has come to be unique among social research efforts in at least three significant ways. First, it focuses on the critical period of transition from youth to adulthood, from dependence to independence, from exploration to establishment. Second, in the more than 7-year span of contact with the cohort, the study has consistently succeeded in overcoming the diminishing response rates and sample attrition that have plagued other longitudinal inquiries. Third, the essential focus of the inquiry is on the significant and sequential events in the lives of young people; on their progressive educational, vocational, and social attainment. The study is in a form general enough to assess a variety of kinds of developmental forces of interest to different Federal agencies, social institutions, or disciplines, yet detailed and specific enough to permit in-depth and complex analyses involving those variables frequently found to moderate development in today's society.

The basic purpose of the NLS is to provide a better understanding, through sequential observation, of the forces and experiences that affect the development and adult levels of attainment of a current generation of young people. Such knowledge can be used to refine educational policy, programs and practices, and in this way, the study aims to improve the likelihood that intervention agencies and institutions may enhance their contribution to the assumption of productive and satisfying roles in American society by the young people they serve. A secondary purpose of the study is to extend scientific knowledge of human development in the years of transition from high school to college and beyond.

Following the brief history of the project presented in this chapter, this report presents a summary of the design and content of the sample; the instrumentation; the conduct of the pretests and base year and follow-up surveys; data preparation and data quality; and uses made of the data thus far by Federal agencies, contractors, social scientists in general, and others. Much of this material has been extracted from key NLS documents to provide a general overview of the NLS. Interested researchers may wish to consult these more detailed and specific study reports, which are listed by title in Appendix B and are annotated separately (Taylor et al., 1981).

## II. ORIGINS AND GOALS OF THE NLS

Plans for the NLS began in the late 1960s when several agencies within the U.S. Office of Education[1] expressed the need for similar information relating educational experiences of high school students to later educational attainment and career outcomes. Their purposes seemed best served by longitudinal, rather than the more conventional cross-sectional, studies. This more expensive form of inquiry could be supported if offices or departments with overlapping interests pooled their resources, a notion now attributed to a number of key individuals, but probably most directly attributable to the influence of John Gardiner as Secretary of the Department of Health, Education, and Welfare (DHEW) in the middle 1960's. Accordingly, there was early involvement and/or financial support of the Office of Planning, Budgeting, and Evaluation, the Bureaus of Postsecondary Education and of Occupational and Adult Education, the National Center for Educational Research and Development, all in the DHEW sector; and by the Departments of Labor and Defense.

Responsibility for this cooperative undertaking was assigned to and has remained with the National Center for Education Statistics (NCES), then a part of DHEW and now a unit of the Department of Education, under the Assistant Secretary for Research and Dissemination. NCES operates under a basic Congressional mandate to "collect, collate, and from time to time report full and complete statistics on the condition of education in the United States."

Once operational authority and funding capability were established, NCES convened a number of prominent educational administrators and researchers in April 1970 to discuss formally the idea of a "school output study." After this meeting, referred to as the Mayflower Conference, and after subsequent planning sessions, the high school class of 1972 was selected to be the first cohort of an intended series of national longitudinal studies. These initial planning conferences established a central objective for the program: to assess experience of individuals beyond high school in reference to their high school educational experiences. Planning for the actual surveys began with the following specific study objectives, summarized below.

---

[1] Names of this agency and other Federal agencies referenced subsequently have changed as a result of several intervening reorganizations.

- To obtain profile data on potential users of postsecondary education and to organize these data in a file suitable for extensive analysis and for the addition of future follow-up data.
- To determine what types of students make what educational and occupational choices and why.
- To assess the educational development, influences and attitudes which led students to their status as high school seniors, and to assess the relationship of these prior circumstances to decisions about postsecondary pursuits, including occupational choice, military service, and vocational, technical, and higher education.
- To determine the influence of student ability on postsecondary choices.
- To relate low aspiration choices for postsecondary education to the principal obstacles perceived by the student--especially financial obstacles--and to determine student knowledge of programs of financial aid and intention to take advantage of them.
- To examine the educational progress of students who terminate education early, and to see how high school experiences and curricula, financial considerations, and other factors are associated with various postsecondary career choices and with perseverance and success in them.
- To provide a vehicle whereby certain subpopulations may be identified from the cohort and followed up more intensively.
- To assemble data on a continuing basis on the extent of student knowledge of and participation in financial aid programs.
- To see if patterns of individual characteristics which become apparent in the first sample of high school seniors remain constant in future cohorts.

- To investigate the consistency from one cohort to another of group characteristics portrayed by frequency distributions, and of probabilities of different paths of development observed.

This first advisory and planning group represented largely key public school educational specialists. Subsequent advisory or planning groups have become more diversified, representing more frequently not only leaders in higher education as well as the secondary school, but also specialists in human development, survey and analysis methodologies, and in policy studies. NCES has also made frequent use of consultants or relatively small and specialized design contracts, for formulation of issues, pursuit of a particular problem, or review and advice.

## III. NLS ACCOMPLISHMENTS IN THE FIRST DECADE

Following relatively detailed establishment of basic strategies for the survey by NCES, completion of survey planning was contracted by NCES in 1970 to the Research Triangle Institute (RTI) and the completion of sample planning and design to WESTAT, Inc. After extensive planning, including the design and field test of questionnaires and procedures, the first NLS survey was initiated in the spring of 1972 under a contract with Educational Testing Service (ETS). In 1973, a contract was awarded to RTI for the conduct of the first follow-up, with amendments providing for the conduct of the second, third, and fourth follow-ups. To date, over 8 million dollars has been spent to collect and process NLS data through the basic contracts to ETS and RTI.

Responsibility for this study at NCES has been as follows: for the survey and sample design for the base-year survey, Bruce Thompson; for the follow-ups, Kenneth A. Tabler and (later) Elmer Collins and Andrew Kolstad. Among major contractors, Daniel Horvitz was in charge of planning at RTI and Edward Bryant for sample design at WESTAT; Thomas Hilton of ETS directed the base-year survey, and Junius A. Davis, John C. Bailey, Jr., Jay R. Levinsohn, and John A. Riccobono have had responsibility, successively, at RTI for follow-up surveys.

Ten years of survey activity, in which the overall sample retention rate has exceeded 80 percent, have resulted thus far in an NLS data archive containing some 3,000 items of information on each of the more than 20,000 sample members. As specified in the study objectives, these records describe the background, progressive life plans, aspirations, and educational and personal histories of these individuals over the 9-year period since high school graduation. Now, nearly 10 years after those ambitious objectives were stated, many have been met and others are in the process of being met. Several hundred studies have been reported from analyses of the NLS data collected in the 1972 base-year survey and the subsequent follow-up surveys in 1973, 1974, 1976, and 1979.

The more than 300 reports drawn from these data are listed in Appendix B and have been catalogued elsewhere according to the original study objectives they address (Taylor et al., 1981). In general, the greatest research emphasis thus far has been on that portion of the sample attending postsecondary institutions, with focus on access, financial aid, and persistence. Potential of the data for studies of psychological development is limited by the lack of emphasis on measures of personality traits and constructs. Other areas which have received only limited attention from researchers have to do with groups moving directly into work or family responsibilities (rather than postsecondary study), vocational and career development studies, and patterns of labor force participation. But with fourth follow-up data now available, new information will enable researchers to explore these areas and to examine graduate school entrance and attainment. Highlights of NLS findings may be found in capsule reports which have been published after each survey (Fetters, 1974; Peng and Dunteman, 1976; Eckland and Bailey, 1977; Eckland and Wisenbaker, February 1979; and Burkheimer and Novak, 1981).

Though the scope of this report does not permit extensive discussion of any comprehensive summary of the NLS findings, the following are illustrative:

- Proportions of minority students and female students entering 2- and 4-year colleges have increased and past disparities between these groups and white males have diminished. Comparisons of NLS data to 1961 Project TALENT data revealed that college entry rates are now more nearly equal for males, females and racial/ethnic minorities (Peng, 1977).
- The 4-year college entry rate for high ability black students is more than 12 percent greater than that for high ability whites (Thomas, 1975; Thornton, 1976).
- There has been a recent significant reduction of college entry rates among what was the most common pool of 4-year college entrants--high

ability students. At all income levels and for both sexes, a decrease in college attendance of above average students has occurred (Peng and Fetters, 1978; Burkheimer et al., 1981).

- Indications are that 4 years of uninterrupted progress toward a college degree may not be the norm. The number of sample members still enrolled in college four and one-half years after high school graduation was greater than the number who had obtained degrees (Eckland and Wisenbaker, 1979).

Other findings of interest are revealed in tabular summaries of NLS descriptive data for the several surveys (Thompson, 1974; Tabler, 1976; Peng and Holt, 1977; Peng et al., 1978; Larsen et al., 1981) and in the capsule reports referenced earlier. For example:

- Sample members named the goal of "finding the right person to marry and having a happy family life" as the most important of 12 options for life goals. Over time, this goal has become increasingly important to sample members.
- Women gave higher priority than men to family-related goals in all surveys, such as "living close to parents and relatives," and "finding the right person to marry and having a happy family life." Also, women's interest in "finding steady work" has declined as they have become older.
- Men and women in the sample appear to lose interest in working toward "correcting social and economic inequalities" over time. More women than men appear to lose interest in working toward this goal.

In addition to such substantive findings, the NLS has made major contributions to social research in the area of survey methodology. The success of the massive NLS data collection, file construction, and analysis efforts have many implications for future longitudinal studies. Many of these innovations were in response to technical problems in maintaining the study sample that occurred over the 10 years of tracking and surveying this large and mobile group; such problems and solutions that now appear in the NLS research literature are discussed in the next section.

## IV. METHODOLOGICAL PROBLEMS AND INNOVATIONS

A critical measure of the success and value of any survey is its response rate. High response rates are not unheard of in social research, but the consistent response of some 90 percent of the large NLS sample to five successive waves of survey activity is quite remarkable--particularly considering the length of the study questionnaires, each of which exceeded 25 pages in length. Survey operations, including the administration of the surveys, with their complex series of mailings, incentive payments, personal field interviews and telephone follow-ups, were the major expense of the NLS, but as Eckland (1980) comments, "Money and the capability of following through with personal interviews do make a big difference [p. 116]."

Mail returns of NLS questionnaires, in general, have increased from survey to survey, alleviating some of the cost of personal interviews by survey field staff. The increase in mail returns is probably explained by two factors. One is the likelihood that reluctant respondents who had to be personally interviewed in the early follow-ups realized that if they did not respond by mail, a field interviewer would come to call within a month or two. Frequent prompting postcards and mailgrams reminded them of this possibility. Thus, they may have been effectively impressed with the importance of their contribution to the effort, or they may have preferred the more convenient personal completion of the questionnaire (Wisenbaker, 1981a). Also, incentive payments were tested in a field trial and found to be effective, and incentive payment checks in the first mailing of third follow-up questionnaires did appear to prompt higher mail returns (King and Thorne, 1977; King, 1979).

Another activity found to be essential in the maintenance of high response rates consisted of an effort to maintain and update a file of current addresses of respondents. In the year between the second and third follow-up surveys (1975), a strategy to increase respondent interest in the survey while at the same time updating addresses was proposed and adopted. A newsletter describing the study, its personnel, goals and tentative findings was sent to each respondent, along with a return postcard on which each respondent wrote his current address and the address of a friend or relative. Newsletters returned because of incorrect addresses identified those respondents requiring tracing by other means. This approach was successful, and the newsletter strategy for between-survey years has been continued (Levinsohn and McAdams, 1978).

In addition to these approaches to maintaining high response rates, handling the mass of returned questionnaires became another area where problems were encountered and solutions found (cf. Riccobono et al., January 1981; Henderson and Allen, 1981). At the same time, there are some problems inherent in the longitudinal data set that have presented obstacles of some consequence for many data analysts and users. These relate mostly to the size and complexity of the data files, and are discussed briefly in the next section.

## V. PROBLEMS FOR NLS USERS

In 1975 the first NLS Public Release Files and supporting Users Manual, containing the base-year and first follow-up data, were released by NCES to the general research community. Updated files have been released after each follow-up; the Fourth Follow-Up Public Release File and Users Manual (Riccobono et al., January 1981) were made available for purchase from NCES in early 1981. This file is a compilation of literally millions of items of information. The very size of the data base makes it inaccessible to the casual user because of the time, cost, and level of technical sophistication required even to extract a working file therefrom.

The NLS files are not only large; they are also complex. This is a necessary condition in part because questionnaires from which the data are taken are themselves complex; each contains many routing items as well as information items. Other complexities of the data base include the need for, and provision of, a large number of sample weights appropriate for various combinations of the variables, and the use of a sophisticated system of representing suspect responses and missing data.

A major concern for some users has been the question of properly employing the sample weights. The NLS sample was drawn using a complex multistage sampling process; calculations that ignore the weights inherent in the sample design may produce biased results. There is a sizable literature available on the use of weights, including: WESTAT, Inc. (1972); Fetters, (1977); Folsom (1975); Folsom and Weber (1976a, 1976b); Moore (1975); Moore and Shah (1974, 1975a, 1975b, 1976, 1977); and Shah and Marnell (1976).

Another problem inherent in this large multipurpose data bank is the number of individual items that may be required to establish a particular theoretical construct or condition of the respondent. The longitudinal nature of the NLS adds to this problem, which may involve checking all waves of available data and, potentially, resolution of conflicting answers. Another aspect of this problem is the fact that when a number of items must be examined or combined to arrive at a particular activity state or condition, the probability of missing (or inconsistent) data on one or more components increases, forcing the researcher to decide whether to tolerate attrition or to develop imputation procedures or decision rules.

Still another problem is that sometimes the wording of similar questionnaire items is changed from one follow-up to the next (toward removing difficulties found with a former phrasing, or toward making the item applicable at the new point in time) although, in general, considerable effort has been invested in keeping successive items of a particular kind congruent. This problem will be further complicated by any lack of consistency between key NLS questionnaire items and those used in future cohort studies.

Finally, despite high sample retention rates, the NLS also has a problem with the small size of certain important subgroups within the sample, such as subgroups of minority respondents. A major reason for sampling such a large group was to ensure that subgroups of major research interest would be adequately represented for separate or comparative study. For example, even though minority predominant school districts were sampled at twice the rate of other districts in the NLS sample design, the base-year survey contains only about 130 black respondents from the south who attended traditionally black colleges, and about 150 southern blacks who attended other colleges (Eckland, 1980). This problem of shrinkage of effective subgroup sample size is exacerbated when the subgroup of interest becomes more and more specific (particularly so when dealing with characteristics having low population base rates).

## VI. PLANS FOR THE FUTURE OF NLS

During 1980, a fifth follow-up of the 1972 cohort was discussed and planned by officials at NCES; however, all further surveys depend on the usual contingencies in Federal funding: availability of funds and priorities. Nonetheless, members of the current planning committee (working principally with the replication study described below), as well as a number of social scientists who have worked with the data, have pointed to the increasing value and potential of the data base with later follow-ups. Even though no additional follow-up survey is currently anticipated prior to 1983; the possibility exists that a minimum contact and address update may be maintained with the sample, to permit later follow-ups as the later lives of the respondents unfold and as the enduring value of the initial investment is more widely recognized.

An important and significant extension of the NLS idea and promise was initiated in 1978, with the award of a contract by NCES to the National Opinion Research Center for a replication and expansion of the NLS. This effort, the "High School and Beyond" study, was initiated to detect important trends over time, and thus has many items and events in parallel with the NLS. It was also designed to expand the period of observation down to the 10th grade, toward illuminating factors affecting later choice and development that occur in this critical period, as well as permitting follow-up of high school dropouts, a majority of whom leave school after entering the 10th grade. This study involves some 28,000 individuals who were high school seniors in the spring of 1980 as well as over 30,000 who were high school sophomores at that time, from over 1,000 public and private schools in the United States. Data from the base-year survey are now available from NCES and a number of analyses are already in process. Plans call for collection of data from subsamples of base-year participants at 2-year intervals.

## VII. CONTENTS OF THIS REPORT

The brief account provided thus far in this chapter is designed only to acquaint researchers with the most basic descriptive history of the NLS. The following chapters contain summaries of NLS procedures for sampling, instrumentation, data collection, data preparation and quality control, and a discussion of NLS users and uses. Copies of all instruments used in the various NLS surveys are included as Appendix A, and a complete list of references is provided in Appendix B to guide interested researchers to more detailed technical sources of information and reports of findings.

## Chapter 2

## Sample Design and Weighting

### I. BASIC SAMPLE DESIGN

The sample design for the NLS is a stratified, multistage probability sample of students from all schools, public and private, in the 50 states and the District of Columbia, which contained twelfth graders during the 1971-1972 school year. The design excluded students from schools for the physically or mentally handicapped, schools for legally confined students and special schools (such as area vocational schools) where students were also enrolled in other high schools in the sampling frame.

The first-stage school sampling frame, constructed from computerized school files maintained by the Office of Education and the National Catholic Education Association, was divided into 600 final strata based upon partial crossings of the following variables:

- Type of control (public or nonpublic);
- Geographic region (Northeast, North Central, South, and West);
- Grade 12 enrollment (3 size categories);
- Proximity to institutions of higher learning (3 distance categories);
- Percent minority group enrollment (8 categories, public schools only);
- Income level of the community (11 categories, public schools; 8 categories, Catholic schools); and
- Degree of urbanization (10 categories).

In the smallest school size strata (schools with fewer than 300 seniors), schools were selected with probabilities proportional to the estimated number of senior students; in the remaining size strata, schools were selected with equal probabilities. All selections were without replacement. The potential for including disadvantaged students in the sample was increased by sampling schools in low-income areas and schools with a high proportion of minority group enrollment at twice the rate used for the remaining schools. Within each final stratum, four schools were selected. Two of the four were randomly designated as the primary selections and the other two schools were retained as backup or substitute selections for use only if one or both of the primary schools did not cooperate. This resulted in a final school sample size of 1,200 (600 strata x 2 schools).

The second stage of the sampling procedure consisted of first drawing a simple random sample of 18 twelfth graders per school (or all if fewer than 18 were available) and then selecting 5 additional students (if available) as possible replacements for nonparticipants. In both cases, the students within a school were sampled with equal probabilities and without replacement. Early (i.e., mid-year) graduates and those attending adult education classes were excluded from the sampling.

## II. SAMPLE REDEFINITIONS AND AUGMENTATIONS

Of the 1,200 primary sample schools, 948 (79 percent) participated in the base-year survey, 21 had no senior students enrolled, and 231 either refused to participate or could not participate because the request was received too late in the school year. Due to this large school nonresponse, further attempts were made to secure participation of the 231 nonparticipant primary sample schools and replacements for the 21 schools with no twelfth-grade enrollment. This resurvey activity, initiated by NCES in the period prior to the first follow-up survey, involved securing school cooperation and selecting random samples of up to 18 former students (1972 seniors) per school. The resurvey activities were successful in 205 of the 231 primary sample schools; thus, students from 1,153 of the 1,179 eligible primary sample schools were included in the first follow-up and subsequent surveys for a school participation rate of 98 percent.

Students selected from backup or substitute schools also were included in the base-year and follow-up surveys. In the base-year survey, 121 backup schools participated, yielding a total of 1,070 base-year participating schools. In 26 cases, school-level data were collected from backup schools on the basis of a preliminary refusal of a primary sample school that later agreed to participate in the base year. These 26 cases, of which 18 also provided student-level data, thus represent "extra" schools within a stratum (i.e., more than the required 2 schools per stratum).

Since the resurvey effort was successful in obtaining the participation of 205 additional primary sample schools and 35 additional backup schools, school representation was inflated beyond the originally planned figure of

1,200. This resulted in representation by more than two schools in some strata, but by at least two schools in all strata. Due to the expense involved in collecting student data, however, a post hoc sample redefinition was implemented rather than discarding data already collected (cf., Moore and Shah, 1975a, 1975b; Moore, 1975; Shah and Marnell, 1976). Consequently, 1,302 schools from the original frame were included in the final school sample: 1,153 primary sample schools, and 149 backup schools (discarding the 8 base-year "extra" schools for which no student data were available).

Samples of former 1972 senior students also were selected from 16 sample augmentation schools; these schools had been selected from those identified in 200 sample school districts canvassed to identify public schools not included in the original school sampling frame. The augmentation schools defined eight additional strata. Samples of students selected from the 16 augmentation schools were not included in the base-year survey but were included in subsequent surveys. Table 1 summarizes the school representation. The final column presents the school representation used in the second, third, and fourth follow-up surveys.

Table 1.--Number of participating schools by category

| School sample | Base-Year Participants | Resurvey and Augmentation Additions | Final Sample |
|---|---|---|---|
| Primary sample | 948 | 205 | 1,153 |
| Backup sample: | | | |
| "Extra" in base-year | 26* | -- | 18* |
| Other | 96 | 35 | 131 |
| Augmentation sample | -- | 16 | 16 |
| Total | 1,070 | 256 | 1,318 |

* For eight of the extra schools no student data were ever collected; consequently, those schools were dropped from the sample.

## III. SUBSAMPLING PROCEDURES

Subsampling was performed only in the fourth follow-up survey and was related to the retesting of a subsample of 1,016 NLS participants who had been administered the test battery during the base-year. The 14,628 NLS respondents who satisfied the following criteria were eligible to participate in the Retest Study:

1. eligible for the NLS fourth follow-up,
2. base-year student questionnaire available, and
3. base-year test battery available.

Because a self-weighting retest subsample would have yielded an inadequate number of black subsample members, a design option which oversampled blacks was adopted. Specifically, two strata (a non-black stratum and a black stratum) were formed, and a self-weighting subsample was chosen within each of these explicit strata. Retest sample members were selected from the eligibles within a stratum with probability inversely proportional to their probability of being in the full NLS sample. This sampling procedure resulted in equal probabilities of selection and, thus, in equal weights within a given stratum.

In addition to the explicit stratification by race/ethnicity, the sample was also controlled, within strata, on three factors (base-year ability, SES, and postsecondary educational achievement) believed to be highly correlated with retest ability scores. This control was achieved by applying an implicit stratification procedure.

## IV. WEIGHTING PROCEDURES

For all students sampled, both eventual respondents and nonrespondents, unadjusted sampling weights were calculated as the inverses of the probabilities of being included in the sample, to allow unbiased estimates of population parameters. To adjust for potential estimation bias due to nonresponse of some sample members, the responding sample members' weights were adjusted using a weighting class procedure. The procedure used allocates the weights of nonrespondents to groups of respondents who are similar to the nonrespondents in significant respects. Since there are many possible patterns of nonresponse depending upon how the data from the various questionnares are combined, a number of adjusted weight sets were calculated to be used in analyzing particular data elements or composites.

## A. Unadjusted Student Weights

The first step in calculating the unadjusted student weights was to determine school selection probabilities for the sets of schools participating in the several surveys. As indicated previously, the use of backup schools in the base-year and subsequent follow-up surveys, augmentations, and the resurvey work to obtain responses from all of the primary sample schools, resulted in 3 or 4 schools rather than the 2 originally planned being represented in many final strata, and probabilities were needed for all of the 1,318 schools classified as "in the final NLS sample."

For each school in the final school sample, the appropriate sample inclusion probability for school-i in stratum-h, $P_{hi}$, was calculated to account for differential sampling procedures within different school size strata (e.g., simple random sampling or probability proportional to twelfth grade enrollment), differential sampling rates, and nonresponse among the augmentation sample schools. Details of these computations are presented elsewhere (cf., Benrud and Williams, 1981).

The number of students in the sample from each sample school was taken as the number of students who were offered a chance to be in the sample and who also were eligible. This included all sample eligibles, both respondents and nonrespondents. Selected students who were not eligible for the study included dropouts, early graduates, and adult education students. Each student within a school was selected with an equal probability of $\frac{n_{hi}}{N_{hi}}$ where $n_{hi}$ is the number of sampled students in school-hi and $N_{hi}$ is the number of senior students in school-hi. The probability of a student being in the sample therefore may be represented as the product of the probability of the student's school being selected and the conditional probability of any student being selected given the school selection. Consequently, the probability of the jth student in school-hi being selected was determined as $P_{hi} \cdot \frac{n_{hi}}{N_{hi}}$ .

Unadjusted student weights, the inverse of the student inclusion probability, were calculated for each sample student. The sum of the unadjusted student weights (3,043,599) is an estimate of the total number of 1972 high school seniors in the United States.

B. Adjusted Student Weights

Nonresponse adjustments were used in an attempt to reduce the potential for estimate bias due to nonresponse. While there are no methods of adjusting for nonresponse that are known to be unbiased or even consistent, various methods of imputing or attempting to correct for both item nonresponse and for total questionnaire nonresponse are available and have been summarized by Chapman.[2]

The procedure used for NLS was a weighting class adjustment for questionnaire nonresponse.[3] The adjustment involves partitioning the entire student sample of respondents and nonrespondents into weighting classes, which are homogeneous groups of students with respect to the important classification variables, and then apportioning the unadjusted weights of nonrespondents to the respondents within each weighting class. Differential response rates for students in different weighting classes are reflected in the adjustment.

The five classifier variables used to define weighting classes were:

- Race/ethnicity--majority white or minority;
- Sex--male or female;
- High school curriculum--general, academic, or vocational-technical;
- High school grades--B or better, or C or below; and
- Parents' education--less than high school graduate, high school graduate, some beyond high school, or college graduate.

In the case of missing values for a classifier, the most frequent value of the classifier variable was imputed. The actual procedures used in forming specific weighting classes and in the computation of adjusted weights differed only slightly for various surveys, and these procedures are defined elsewhere (cf., Westat, 1972; Moore, 1975; Shah and Marnell, 1976).

After the completion of the Fourth Follow-Up Questionnaire, a total of 28 adjusted weights had been computed. Each adjusted weight is appropriate for a particular data set defined by the response to the various combinations of the base-year and the four follow-up questionnaires. Additionally, a special set of adjusted weights was also calculated for the retest subsample to adjust for test nonresponse. Greater detail on the various adjusted weights is provided elsewhere (Riccobono _et al._, January 1981).

---

[2] David W. Chapman, A Survey of Nonresponse Imputation Procedures, presented at the Southern Region Education Board Summer Research Conference on Statistics in Mountain Lake, Virginia, June 11-15, 1973.

[3] No adjustments were made for item nonresponse within returned questionnaires because of the tremendous number of potential item nonresponse patterns.

# Chapter 3

## Design of the NLS Questionnaires

### I. OVERVIEW

The NLS survey instrumentation began with the construction of a developmental model, or framework, within which items, or variables, could be generated. It was decided that the overall structure and content of the instruments should conform to the idea of the educational process as an input-output system and the schools or colleges as the environment in which the system operates. The basic conceptual model of the NLS, as shown in Figure 1, represents a modification of the General Educational Development Model developed under contract with NCES by UCLA's Center for the Study of Evaluation (Trent _et_ _al_., 1972).

The model shows students entering high school with a set of existing characteristics, including race/ethnicity, sex, and socioeconomic status. During their high school years, experiences and interactions with various "significant others" come into play. These high school experiences, in conjunction with the predetermined variables, have important effects on the base-year outcomes, including self-esteem, grade performance, and college plans. In the second stage of the model (corresponding to the first follow-up), high school outputs, along with their antecedents, now become "inputs" or determinants of postsecondary schooling and work careers and constitute a variety of intervening variables which are similar in form and function to the school process variables in the first stage. The third stage of the diagram (labeled Future Follow-Ups) essentially is a replication and extension of the same developmental process, except that several new measures of "satisfaction" are indicated among the final outcome variables and were included in the second, third, and fourth follow-up surveys.

The model served as the principal framework for developing the several base-year instruments and those for subsequent surveys. Also, considerable input was received from NCES and other interested Federal agencies as well as an NCES-sponsored national advisory panel of educators and researchers. For each successive follow-up, the data collection effort was, for the most part, confined to a single questionnaire drawing heavily on the prior questionnaire but also soliciting information about the range of educational and vocational

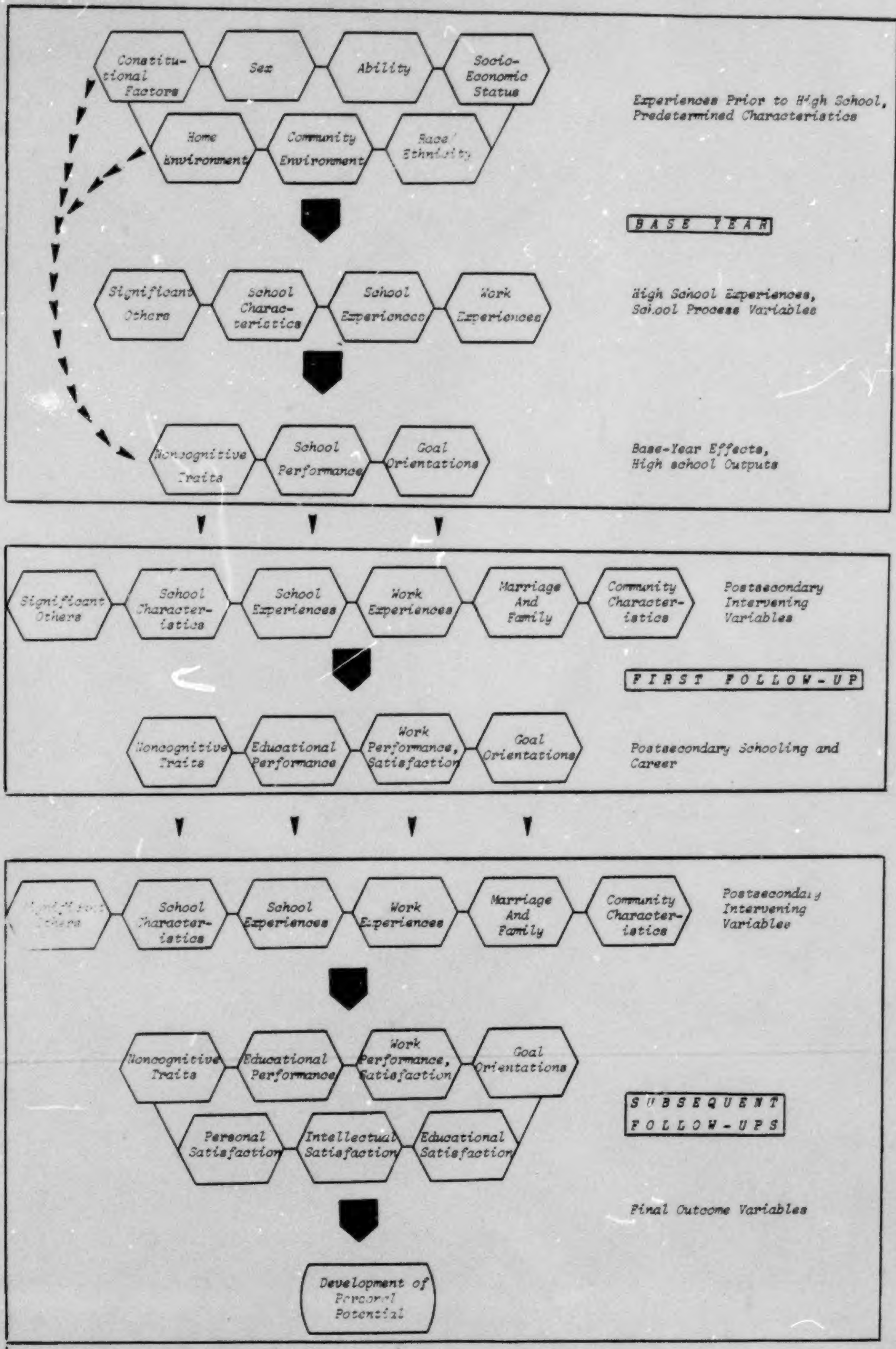

Constitutional Factors
Sex
Ability
Socio-Economic Status
Home Environment
Community Environment
Race/Ethnicity
Experiences Prior to High School, Predetermined Characteristics
BASE YEAR
Significant Others
School Characteristics
School Experiences
Work Experiences
High School Experiences, School Process Variables
Noncognitive Traits
School Performance
Goal Orientations
Base-Year Effects, High school Outputs
Significant Others
School Characteristics
School Experiences
Work Experiences
Marriage And Family
Community Characteristics
Postsecondary Intervening Variables
FIRST FOLLOW-UP
Noncognitive Traits
Educational Performance
Work Performance, Satisfaction
Goal Orientations
Postsecondary Schooling and Career
Significant Others
School Characteristics
School Experiences
Work Experiences
Marriage And Family
Community Characteristics
Postsecondary Intervening Variables
Noncognitive Traits
Educational Performance
Work Performance, Satisfaction
Goal Orientations
SUBSEQUENT FOLLOW-UPS
Personal Satisfaction
Intellectual Satisfaction
Educational Satisfaction
Final Outcome Variables
Development of Personal Potential

Figure 1. Paradigm for NLS instruments.

experiences in the period since the previous survey. Items in the follow-up questionnaires are organized into the following major topical sections: General Information, Work Experience, Education and Training, Military Service, Family Status, Experiences and Opinions, and Background Information. The particular content areas assessed in the several surveys are given in Table 2; copies of all NLS questionnaires are included as Appendix A of this report.

Collectively, the individual histories yielded by the successive survey instruments provide quantitative data for policymakers, planners, and researchers about such issues as the following:

- The demands for postsecondary education and training, including vocational/technical education.
- The abilities and characteristics of actual and potential users of postsecondary education.
- The extent to which earlier plans and aspirations persist over time and are eventually fulfilled--the reasons why young adults change their plans and fail to accomplish earlier objectives.
- The impacts of Federally funded postsecondary programs on initial choices and later activities and plans.
- The factors influencing young people in choosing their life work and in determining success and satisfaction in this work.
- The extent to which educational experiences have prepared them for their work.
- The characteristics and abilities of those making occupational choices and the reasons why choices are made.
- The impacts of high school experiences, curricula, peer-group aspirations, guidance counseling, and so forth, on initial educational and occupational plans and on perseverance and success in achieving them.
- Young adults' awareness of educational and occupational alternatives, their perceptions of options open to them, and the extent to which they have been limited by lack of information.
- Patterns of postsecondary institution attendance and work, including transfer, drop-out, and "stop-out" patterns.
- Financial and other considerations in setting low-aspiration goals and in failing to meet high-aspiration goals.

Table 2.--Content areas in each survey

| Content category | Spring 1972 base year survey | Fall-winter 1973-74 1st follow-up survey | Fall-winter 1974-75 2nd follow-up survey | Fall-winter 1976-77 3rd follow-up survey | Fall-winter 1979-80 4th follow-up survey |
|---|---|---|---|---|---|
| Constitutional factors | Sex, birth date, physical handicap | Sex, birth date | Sex, birth date | Sex, birth date | Sex, birth date |
| Ability | SAT, ACT, and test scores (vocabulary, reading, math, letter groups, mosaic comparison, picture-number) | | | | Retest (vocabulary, mathematics) |
| Socioeconomic status | Parental income, education, occupation | Parental education, occupation | | | |
| Home background | Number of persons dependent on parents, number of siblings in college, objects in home, language at home, parental expectation | Parental encouragement | Birth order, number of siblings | | |
| Community environment | Type of community, distance of home from postsecondary schools | Type of community where individual lives | Type of community where individual lives, mobility and reasons | Type of community where individual lives, mobility and reasons | Type of community where individual lives, mobility and reasons |
| Ethnicity | Race/ethnicity, religion | | Race/ethnicity | | |
| Significant others | Relative importance of family, peers, school personnel to secondary program, postsecondary plans, quality of counseling services | | | | |

(continued)

Table 2.--Content areas in each survey--Continued

| Content category | Spring 1972 base year survey | Fall-winter 1973-74 1st follow-up survey | Fall-winter 1974-75 2nd follow-up survey | Fall-winter 1976-77 3rd follow-up survey | Fall-winter 1979-80 4th follow-up survey |
|---|---|---|---|---|---|
| Activity status | Activity plans for Fall 1973 | Activity status in October 1972, October 1973 | Activity status in October 1974 | Activity status in October 1975, October 1976 | Activity status in October 1977, October 1978, October 1979 and supplemental data for activity status 1972-76 |
| Educational attainment | Educational plans (entry, financial support arrangement), factors interfering with attainment, school choice | Educational status (degree, certificate received), factors interfering with attainment | Educational status, (degree, certificate received), factors interfering with attainment | Educational status, graduate school application and entry, factors interfering with attainment | Educational status, graduate school application and entry, factors interfering with attainment |
| School characteristics | Secondary school size, student-counselor ratio, ability grouping or tracking, racial/ethnic composition, college-going ratio, school SES, teacher qualifications, school facilities, counseling services | Postsecondary school control and type | Postsecondary school control and type | Postsecondary school control and type | Postsecondary school control and type |
| School experience | Time spent on homework, program of study, participation in remedial and special services programs, school quality, courses taken, instructional strategies | Program type, major study area, full-time, financial aid programs, program duration | Program type, major study area, full-time, financial aid programs, program duration | Program type, major study area, full-time, financial aid programs, program duration | Program type, major study area, full-time, financial aid programs, program duration |
| School performance | Grade average, extra curricular activities | Grade average, dropout, transfer, satisfaction with schooling, total credits earned | Grade average, dropout, transfer, satisfaction with schooling, total credits earned | Grade average, dropout, transfer, satisfaction with schooling, total credits earned | Grade average, dropout, transfer, satisfaction with schooling, total credits earned |

(continued)

Table 2.--Content areas in each survey--Continued

| Content category | Spring 1972 base year survey | Fall-winter 1973-74 1st follow-up survey | Fall-winter 1974-75 2nd follow-up survey | Fall-winter 1976-77 3rd follow-up survey | Fall-winter 1979-80 4th follow-up survey |
|---|---|---|---|---|---|
| Work status | Type of work, hours of work, work plans for years after graduation | Resources used for job hunting, work type, hours/week, reasons for not working | Resources used for job hunting, work type, hours/week, reasons for not working | Resources used for job hunting, work type, hours/week, reasons for not working | Work type, hours/week, looking for work |
| Work performance and satisfaction | Factors in career selection | Income, pay, and work conditions, satisfaction | Income, pay, and work conditions, satisfaction, application of job training | Income, pay, and work conditions, satisfaction, supervision, application of job training | Factors in career selection, income, pay, work conditions, satisfaction, supervision, application of schooling, training |
| Noncognitive traits | Self-concept, locus of control | Self-concept, locus of control | Self-concept, locus of control, maturity scale | Self-concept, locus of control | Self-concept, locus of control |
| Goal orientations | Work and educational aspirations, expectations, and plans;<br>life goals | Work and educational aspirations, expectations, and plans;<br>life goals | Work and educational aspirations, expectations, and plans;<br>life goals | Work and educational aspirations, expectations, and plans;<br>life goals | Work and educational aspirations, expectations, and plans; life goals, satisfaction with progress |
| Marriage and family | Plans to be a full-time homemaker, number of dependents | Marital status, number of dependents, income, number of children had and expect to have | Marital status, number of dependents, spouse's education and occupation, income, number of children, items owned at home | Marital status, number of dependents, spouse's education and occupation, income, number of children had and expect to have, items owned at home | Marital status, number of dependents, spouse's education and occupation, income, number of children had and expect to have, items and home owned, their value |
| Opinions | Ratings of high school | Usefulness of specialized training in high school | Participation in political activities, consumerism, quality of life | Political activities, sex-role orientation, sex and race/ethnic biases, rating of high school, satisfaction with postsecondary education or training | Political activities, sex-role orientation, satisfaction with education or training |
| Military | Plans for military service | Type, training, duration, satisfaction, plans | Type, training, duration, plans | Type, training, duration, plans | Type, training, duration, plans |

## II. BRIEF DESCRIPTION OF INSTRUMENTS

### A. Base-Year Instruments

The base-year data were collected through five separate instruments: the Student Questionnaire, Test Book, School Questionnaire, Counselor Questionnaire and School Record Information Form. The Student Questionnaire contained items dealing with factors related to education and work experience, future plans, aspirations and opinions. The questionnaire was designed in a format to allow students to route themselves through only the relevant sections of the questionnaire, as it was anticipated that many students would not complete the questionnaire if they had to answer all items. Students could exercise the alternative of taking the booklet home and answering items with the assistance of their parents.

In addition to the questionnaire, each student was asked to take a 69-minute test battery measuring both verbal and nonverbal ability. The Test Book, designed by ETS, consisted of six brief subtests: (1) vocabulary; (2) picture number; (3) reading; (4) letter groups; (5) mathematics; and (6) mosaic comparisons. Further, field staff members completed School Record Information Forms for each sample member, from school records. Information collected on this form was related to high school curriculum, grade point average, credit hours in major courses and (if applicable) ability groupings, remedial instruction records, involvement in Federally supported programs, and scores on standardized tests. Also, school staff were asked to complete a School Questionnaire and a Counselor Questionnaire designed to collect detailed data on teacher, school, and counselor characteristics.

### B. First Follow-Up Questionnaire

The First Follow-Up Questionnaire was designed to provide continuity over time in measurements of the educational and vocational plans of the base-year respondents and to identify sociocultural variables which may have had impacts on 1972-1973 educational-occupational decisions. Against these objectives, questionnaire items were designed to describe the flow pattern between an individual's activity states in October 1972 and October 1973 and the future plans, aspirations, opinions and attitudes relevant to educational-vocational outcomes.

Two self-administering forms (A and B) of the First Follow-Up Questionnaire were utilized. Form A was used for sample members who responded to the base-year Student Questionnaire; Form B was used for the 1972 high school seniors added to the sample through resurvey activity and others who were unable to participate in the base-year survey (usually because of time and scheduling considerations). Form B contained all the items in Form A plus an additional 14 questions to supplement, retrospectively, missing base-year key information. Questions dealt with information concerning the respondent's activity state (education, work, etc.) in October 1972 and October 1973; socioeconomic status; work and educational experiences since leaving high school; and future educational and career plans, aspirations, and expectations. Most items were cast in forced-choice format. Open-ended, or free-response, questions were limited to questions involving dates, income, number of hours or weeks worked, and the like.

## C. Second Follow-Up Instruments

The Second Follow-Up Questionnaire was designed to provide additional information about activity status of sample members at still another time point: two and a half years after high school. This was considered to be a particularly critical time in the career decision process. Consequently, in addition to the basic items maintained for consistency with prior data, other items were added to tap the transition of respondents from vocational/technical programs and from 2-year academic programs into either the labor force or further training. Other items were added as suggested in the conceptual model (Figure 1) or to meet specific data needs of various Federal agencies at that time to assist in policy decisions. Format of the questionnaire was similar to that of previous questionnaires.

A brief Activity State Questionnaire, containing 15 items relating to activity states in October 1972 and 1973 and background information about high school program and parents' education and occupation, was developed during this time to collect information retrospectively from those individuals who had not provided it previously. Although this questionnaire was administered as a special survey operation, its administration was concurrent with the second follow-up data collection.

## D. Third Follow-Up Questionnaire

The Third Follow-Up Questionnaire was designed to gather information about the sample members' activities in 1975 and 1976 to be added to the previous data points. The period considered also represented an important time in the career decision process. Those who had entered college in the fall of 1973 and had progressed conventionally would be in transition from school to work or to postgraduate education, and those who had attended post-high school vocational or trade schools or who worked immediately after high school were likely to have become relatively well established in the labor force. Also, this time sample members would have had sufficient time to evaluate their education needs and occupational opportunities as well as to become involved in family and community life. Items related to those issues were included in addition to the basic longitudinal item set. The questionnaire also contained specific items on the effectiveness of education and training in preparing students to find a job and to perform well in their work and other factors related to educational and occupational attainment such as racial/ethnic discrimination and sex-role attitudes.

## E. Fourth Follow-Up Instruments

The Fourth Follow-Up Questionnaire was designed to collect information seven and one-half years after high school graduation. At that time, most sample members could be expected to have entered an adult work and/or family role. The time points covered were 1977, 1978, and 1979, and items were related to these important early adult years. In additon to the basic study items, which remained basically unchanged to ensure continuity with previous follow-up questionnaires, and the general development model, new questionnaire items were added that would collect information appropriate to the respondents' more advanced stage of life and social development. Since the survey reviewed a longer period (3 years) than prior surveys, unusual care was exercised in choosing and, if necessary, modifying some questionnaire items.

In addition to the student questionnaire, the fourth follow-up survey included two additional instruments: (1) the Retest Booklet; and (2) the Supplemental Questionnaire. The Retest Booklet consisted of the vocabulary and mathematics sections of the base-year test battery. The purpose of the Supplemental Questionnaire was to collect missing critical data items from active sample members, to fill in significant gaps in sample members' histories since one of the most important resources in a longitudinal file is a complete data record for each individual. Eleven different forms were developed. Five of these forms were related to postsecondary enrollment status at the five time points 1972-1976, five were related to work status at the same time points, and one was related to highest educational attainment in 1976. The set of forms provided to a particular sample member was specifically tailored to that sample member's pattern of missing responses.

## III. CHANGES AND CONTINUITIES IN THE QUESTIONNAIRE

Throughout all four follow-up surveys the questionnaires were designed so that the basic longitudinal study items found in the base-year survey remained unchanged in order to insure comparability in cross-time analyses. Most of the items measuring work and educational goals, performance, satisfaction, plans, and aspirations are exactly the same on each follow-up questionnaire, changing only dates as appropriate or, if necessary, directions for answering. Most items were consistently referenced to what the respondent was doing the first week of October of each year, including any intermediate years between follow-ups.

Changes did exist in regard to other items that were included in the various questionnaires. The various reasons for these changes can be subsumed under four major headings:

- Item revisions to improve clarity. Based on empirically determined rates of inconsistent or otherwise indeterminate responses to particular items or sets of items, the wording of item stems and/or alternative response options were changed in an attempt to improve respondents' understanding of the intended meaning of the item.
- Item additions or revisions to obtain measures of subsequent constructs in the general educational development model. The model presented above in Figure 1 introduces constructs in later stages that are not present in earlier stages. Consequently, items to measure these constructs were added in later follow-up instruments and items measuring earlier no-longer-applicable constructs were dropped.
- Item additions or revisions to focus on critical developmental time periods. The various surveys corresponded to different periods of potential transition of individuals within the postsecondary education

system or from postsecondary education to the labor force. Items related to these transition points were typically addeded or appropriately revised for the survey instrument corresponding to such time points.

- Item additions to meet immediate information needs of Federal agencies. The dynamic nature of changing Federal foci, priorities, and policies leads to differing information needs on policy planners over time. Items requesting information relevant to needs at a particular point in time were included in questionnaires as appropriate.

# Chapter 4

# Administration of the NLS Surveys: The Design Study, Base-Year and Follow-Ups

## I. DESIGN STUDY

During the 1970-1971 school year, questionnaires and procedures planned for use in the NLS base-year survey were tested by RTI on a group of students who were seniors in the spring of 1971. This same field trial sample was used to evaluate all instruments, from 1971 through the fourth follow-up, for testing monetary and other incentives to increase response rates, for determining the effectiveness of various formats, and for evaluating various tracking devices. Also, the field trials provided some approximate estimates of cost and variance components for the design of a national sample.

The field test sample consisted of 900 students from a sample of 96 schools in 9 states designated by NCES. These 96 schools were the schools of primary interest and study; however, 8 special schools with a high percentage of students from 2 minority groups were also selected for study: 4 schools in New York City with a high percentage of Puerto Rican students and 4 schools in Los Angeles with a high percentage of Mexican American students.

The initial design study, employing the field test sample, permitted tryouts of initial draft instrumentation and procedures. A careful effort was made to enlist fully the advice of the teachers and administrators in the sample schools. The proposed base-year questionnaires and record forms were mailed, with instructions, to each participating school in the field trial sample. In order to determine the content and availability of school records across schools, and in order to compare data collected by mail with data collected by personal visit, 16 of the regular sample schools and 4 of the special schools were visited.

Based on the Design Study pretest, a number of recommendations were made. Some had to do with the time and schedule required for sample selection and data collection, as necessary to permit the schools to assemble the requested data, and with improving the clarity and specificity of the administrator manual. Others involved the identification of information requiring special effort to collect, or that appeared unduly sensitive.

A large number of recommendations, in areas of sampling, questionnaire content, and survey administration and procedures, arose from the initial field study (Horvitz et al., 1972) and from subsequent experience with this sample. Not all recommendations were followed, of course, due to later contingencies of scheduling and budget. Nevertheless, the relatively extensive design study and pretest provided many useful and necessary parameters for the larger and more complex activities that followed.

## II. BASE-YEAR STUDY

In the spring of 1972, the base-year survey of the NLS was conducted by the Educational Testing Service (cf., Hilton and Rhett, 1973). A total of 19,001 seniors from 1,062 public, private, and church-affiliated high schools participated. Each student was asked to complete a Student Questionnaire and to take a 69-minute test battery. Survey Administrators were asked to fill out a school record information form for each student, as well as the School Questionnaire which provided information about the school's programs, resources, and grading system. In addition, school counselors were asked to complete a special questionnaire designed to provide data about their training and experience.

Prior to the administration of the survey, ETS used the following sequential process to secure cooperation and participation from the schools. In each of the 50 States and the District of Columbia, NCES requested the Chief State School Officer (CSSO) to name a state coordinator (typically a staff member in the state education department); ETS then worked through each state coordinator in contacting the superintendents of school districts in which sample schools were located. With the approval of the appropriate superintendent, the principal of each school selected in the sample was contacted. Principals were then informed of the prior approval of the state coordinator and of the district superintendent, invited to participate, and asked to designate a survey administrator to oversee data collection in their schools. The administrator then secured the voluntary participation of students selected, called the students together for the administration of the instruments and returned completed questionnaires and record forms to ETS. Numerous receipt control checks were performed at ETS, and survey administrators cooperated with ETS staff in follow-up operations to complete missing data. An honorarium of $50 was paid to the school or to the administrator at the discretion of the school, unless other procedures were arranged by the state coordinator or district superintendent.

Roman Catholic schools were contacted through the National Catholic Education Association in Washington rather than through diocesan channels. Parallel permission paths were constructed for other denominational schools; private nonsectarian schools were usually contacted directly.

Several problems arose as the work progressed. In some states, the state coordinators requested that all materials be sent directly to them for further distribution and communication with the schools. Modest delays had been expected in those states; however, materials forwarded through state coordinators often took six weeks longer than the direct shipments. Problems were also encountered in several large city school districts. First, the probability sample of schools within such districts appeared arbitrary and raised questions about why the sample was not representative within the district itself. Second, several large cities had prior regulations of which ETS staff were unaware. Los Angeles, for instance, had required parental signed permission for student participation in previous studies, and the Chicago Board of Education had recently ruled that no test batteries were to be given in connection with any study in the city schools. Other exceptions to the planned procedure included states in which no honoraria were to be paid, as well as two states which had accepted the offer to construct supplementary samples within the state so that state data would be comparable with national data.

The overwhelming problem was time: since the study had started in the beginning of February, materials to send to schools along with requests for their permission to participate had to be prepared very quickly. Even less time was available for preparation and transmission of the informational materials for state coordinators and district superintendents. If a school refused to participate, or could not participate within the time frame afforded, a backup, or secondary, sample school had to be drawn from the sampling frame. Communications to gain participation began again through various levels. Thus, if the state coordinator, district superintendent, and principal of a selected primary sample school took some time to make a negative decision, very little time was left while schools were still in session to contact the backup school.

Six weeks after the start of the study, over 900 district superintendents and over 1,100 school principals had been contacted, and 61 schools had agreed to participate. To increase school participation, telephone calls to superintendents and principals were made in an attempt to solve problems and answer questions. Additionally, mailgrams were sent to those school officials who had not yet reached a decision regarding participation. During this time, the sampling team had selected and contacted 40 backup schools as replacements for primary schools that could not participate. ETS staff began to seek approval by telephone from State coordinators and district superintendents so that the principal might be contacted directly with survey materials.

About nine weeks after the study began, ETS recontacted superintendents or principals who had refused to participate to ascertain the reasons for refusal. ETS offered by telephone to send ETS or NCES staff to the school to give whatever assistance might be necessary for participation; however, this offer was never accepted. It was believed that one reason for the refusal was that familiarity with school records was a necessary prerequisite to giving aid; thus, schools may have been reluctant to spend the time orienting ETS personnel. Negotiations with several of the large districts resulted in some local modifications to procedures (e.g., the exclusion of the NLS test battery). Procedures for data collection were also shifted so schools could collect data any time up to four weeks before their closing date, and thus provide time for followup of missing data while students were still in school.

By the end of June, over 1,100 schools had contributed data to the base-year study. This group consisted of about 83 percent of the schools contacted in the primary sample. Telephone follow-up activity continued to assure that all student data collected during the school year, and any missing school or counselor data that could be provided, were returned to ETS. These efforts, however, proved not to be particularly fruitful.

## III. FOLLOW-UP SURVEYS

The important problem of sample attrition must be considered with all longitudinal studies; the fact that the NLS sample was a cross-section of the general population of high school seniors, young, and highly mobile, compounded the difficulties of follow-ups. Accordingly, special attention and effort was invested in keeping in touch with, motivating, and developing rapport with the individuals in the survey sample to insure their continued participation. Among the methods used by RTI and NCES to prompt a high response rate included incentive payments, mailing of additional questionnaires, mailgrams, reminder postcards, and follow-up telephone calls and personal interviews. Procedures to maintain rapport and interest in the study included thank-you letters, newsletters, and wallet-size cards (that also served as change of address cards) for each respondent indicating NLS involvement.

The process involved in conducting the four follow-up surveys was very similar; however, there were some additional unique activities during the first, second and fourth follow-ups. At the time of the first follow-up, additional students and schools were added to the study sample through the resurvey effort. Concurrent with second follow-up data collection activities, a special survey operation was initiated to obtain from some respondents missing activity state information. The additional activities during the fourth follow-up were administration of the Supplemental Questionnaire to collect key work and educational history information that had not been obtained in previous follow-ups, and the retesting of sample members with a subset of the base-year test battery. Other than these special data collection activities, the follow-ups were generally carried out in the manner described in the following sections.

## A. Use of Newsletters

NLS newsletters were mailed to study participants in the late summer, approximately two months before the questionnaires for each follow-up were to be mailed. The newsletters, which were designed to serve several functions, reviewed the purposes of NLS, described participation levels, summarized major findings, announced that the follow-up was beginning, stated that a questionnaire would be mailed shortly, stressed the importance of continued participation, and requested that the respondent return an enclosed postcard verifying current address or showing the needed corrections. The newsletters encouraged the respondents to continue their participation in the study by stressing the importance of each individual's contribution. In addition, the newsletters allowed RTI valuable lead time in locating respondents for whom addresses had changed and permitting the updating of addresses prior to the questionnaire mailout (*cf*., King, 1981).

## B. Tracing Activities

In preparation for activities to track NLS nonrespondents, RTI established a Telephone Tracing Department. RTI survey specialists recruited and trained staff, installed special telephone equipment, and prepared a detailed procedural manual on tracing. Sample members for whom newsletters were returned as undeliverable were traced by this department before each follow-up to secure correct addresses. Tracing continued through the fall and winter as undeliverable questionnaires were returned. For tracing purposes, information types and sources (gleaned from previous questionnaires and school records) were:

- Name, address, and telephone of parents, guardians, or relatives.
- Names, addresses, and telephone numbers of two people who would always know how to get in touch with the individual.
- Name and location of postsecondary school the individual attended or planned to attend.
- Name and location of the individual's employer.
- Neighbors of the individual or his parents.
- Principal or other contact at the secondary school attended.
- State or registration and identification number of driver's license.
- Local government agencies.
- Armed forces locator services or DOD rosters.
- Institutional records (i.e., prison, police, mental).
- Local credit bureau or a similar organization.

As new addresses were obtained from the tracing activities, returned mail, or other sources, the computer file of names and addresses was updated.

## C. Mail Survey and Follow-Up Procedures

Using the continuously updated name and address file, questionnaires for each follow-up were mailed in the early fall. When necessary, second questionnaires were mailed as a result of tracing activities. The events following the mailing of the questionnaire that were designed to increase the response rate included: (a) mailing of a thank-you/reminder postcard; (b) mailing of a prompting postcard; (c) second questionnaire mailout; and (d) mailing of a second prompting postcard; and (e) mailgram requests to complete the questionnaire. It should be noted that $3.00 incentive checks were mailed with the questionnaires to respondents in the third and fourth follow-up surveys to increase the participation rate (cf., Wisenbaker, 1981a; King, 1979).

As stated earlier, all regular follow-up student questionnaires were designed for self-administration. A mail response rate of over 60 percent was achieved in each follow-up wave. To improve data quality, telephone follow-up interviews were initiated to individuals for whom responses to key items were incomplete or inconsistent.

### D. Field Interviews

Following the mail survey and telephone calls in the first follow-up data collection activity, the names and addresses of those sample members who failed to mail back their questionnaires were then turned over to the Bureau of the Census for personal interviews in accordance with a Bureau arrangement with the U.S. Office of Education. For each of the subsequent follow-up surveys, RTI coordinated the activities to locate and conduct personal interviews with mail nonrespondents. RTI central staff developed the training manuals for the national network of survey specialist interviewers in the field who served as field supervisors and field interviewers. They were provided with names and addresses of nonrespondents in their area and directed to administer the questionnaire in person (or by phone in third and fourth follow-up surveys).

## IV. QUESTIONNAIRE RESPONSE RATES AND PATTERNS

Due to the extraordinary efforts in maintaining contact with individuals, tracing activities, and intensive data collection activities, the response rates to the various student questionnaires have remained quite high over the approximately 10-year period of NLS operation. Response rates based on total sample size for each of the questionnaire surveys are provided in Table 3. In practice, not all members of the total sample were eligible for survey in the several follow-up surveys, due to death, incapacitation, institutionalization, prior refusal, etc.; consequently, the follow-up response rates for the eligible target population, toward which actual data collection efforts were directed, were considerably higher than those indicated in Table 3 (such rates were never lower than 89 percent).

The patterns of responses for all possible combinaton of questionnaire returns for base-year and follow-up surveys are given in Table 4. Of those who were in the sample during the base year, 68 percent responded to all of the student questionnaires. Considering the resurvey and augmentation additions, who were added prior to the first follow-up, 74 percent of the final sample returned all follow-up questionnaires.

Table 3.--Student questionnaire response rates

| | Base-year | First Follow-Up | Second Follow-Up | Third Follow-Up | Fourth Follow-Up |
|---|---|---|---|---|---|
| Number Returned | 16,683 | 21,350 | 20,872 | 20,092 | 18,630 |
| Sample Size[a/] | 19,001* | 23,451† | 23,451 | 23,451 | 23,451 |
| Availability Rate | 80.80% | 91.04% | 89.00% | 85.68% | 79.44% |

[a/] Based on the actual eligible student sample from the extended frame of 1,318 schools. By the end of the first follow-up there were no empty or partially filled strata, but some strata contained extra schools.

* Does not include 4,450 students added to sample through the resurvey and augmentation sampling.

† Includes 329 students from "Extra" schools that were not surveyed during this follow-up.

NOTE.--Actual response rates to data collection are somewhat higher, since only subsequently eligible sample members were surveyed in each survey (e.g., prior refusals and sample members know to be deceased were not surveyed); thus reducing the denominator from the reported value of 23,451.

Table 4.--Response patterns for base-year and follow-up student questionnaire surveys

| Responded To: | | | | | |
|---|---|---|---|---|---|
| Base Year | First Follow-Up[a] | Second Follow-Up | Third Follow-Up Key Questionnaire Items[b] | Fourth Follow-Up Key Questionnaire Items[b] | Number of Students |
| No | No | No | No | No | 799 |
| No | No | No | No | Yes | 0 |
| No | No | No | Yes | No | 21 |
| No | No | No | Yes | Yes | 99 |
| No | No | Yes | No | No | 7 |
| No | No | Yes | No | Yes | 9 |
| No | No | Yes | Yes | No | 16 |
| No | No | Yes | Yes | Yes | 102 |
| No | Yes | No | No | No | 295 |
| No | Yes | No | No | Yes | 14 |
| No | Yes | No | Yes | No | 28 |
| No | Yes | No | Yes | Yes | 84 |
| No | Yes | Yes | No | No | 302 |
| No | Yes | Yes | No | Yes | 89 |
| No | Yes | Yes | Yes | No | 517 |
| No | Yes | Yes | Yes | Yes | 4,386 |
| Yes | No | No | No | No | 439 |
| Yes | No | No | No | Yes | 47 |
| Yes | No | No | Yes | No | 3 |
| Yes | No | No | Yes | Yes | 15 |
| Yes | No | Yes | No | No | 49 |
| Yes | No | Yes | No | Yes | 17 |
| Yes | No | Yes | Yes | No | 65 |
| Yes | No | Yes | Yes | Yes | 413 |
| Yes | Yes | No | No | No | 475 |
| Yes | Yes | No | No | Yes | 29 |
| Yes | Yes | No | Yes | No | 65 |
| Yes | Yes | No | Yes | Yes | 166 |
| Yes | Yes | Yes | No | No | 608 |
| Yes | Yes | Yes | No | Yes | 180 |
| Yes | Yes | Yes | Yes | No | 1,132 |
| Yes | Yes | Yes | Yes | Yes | 12,980 |
| Total | | | | | 23,451 |

[a] Forms A and B are not differentiated.

[b] Includes telephone interviews.

NOTE.--Does not include specific questionnaire or activity state items obtained through the Activity State or Supplemental Questionnaires.

# Chapter 5

## Data Preparation and Data Quality

### I. AVAILABLE NLS DATA FILES

Several years of NLS survey and analysis effort went into the first NLS public release file and a supporting User's Manual (Levinsohn, et al., 1975), prepared in 1975 for utilizing the base-year and first follow-up survey data. The following year, the 1976 public release file was prepared and released, containing an additional year of survey data from the second follow-up as well as updates to portions of the base-year and first follow-up data (cf., Levinsohn, et al., 1976). These updates included additional data obtained during the special activity state survey and from base-year-administered School Record Information Forms and School Questionnaires which were not completely processed until after the 1975 data base was released. Also in 1976, a master file and a school file were prepared and documented (Lewis and Levinsohn, 1976). The 1976 master file contained all the information in the 1976 public release file, plus a set of restricted items not available to the general public because of confidentiality restrictions, and the 1976 NLS school file contained a base-year School Questionnaire for each NLS high school and served as a companion file for the other student-oriented files. Following the third follow-up survey, all information contained in the 1975 and 1976 release files was supplemented and released as the 1978 public release file (cf., Levinsohn, et al., 1979). Following the fourth follow-up, a merged NLS data file was created. Information included in the previous release files, containing base-year through third follow-up data, was supplemented with data collected during fourth follow-up operations on three instruments: the Fourth Follow-Up Questionnaire, the Supplemental Questionnaire, and the Retest. An updated school file containing appropriately adjusted weights for analysis of school-level data was also produced during the fourth follow-up. These files and their documentation (Riccobono, et al., January 1981; Henderson and Levinsohn, 1981) are the archival records of the NLS surveys and represent the basic analytic resource of the NLS.

## II. PROCESSING THE BASE-YEAR DATA

Educational Testing Service produced two computer files containing the data from the five base-year data collection instruments. The major phases for preparing the base-year NLS data (detailed in Hilton and Rhett, 1973) were: (a) the data scan-edit phase; (b) the data follow-up phase; (c) the data transcription phase; and (d) the data editing computer phase. Following the receipt and check-in of materials, the manual scan-edit phase was implemented. During this phase, all survey documents (including testing documents) were scanned to insure that the individuals who completed the questionnaires were indeed the people chosen from particular schools as sample members. The student and counselor questionnaires were reviewed to determine that key items had been answered and that skip patterns in the Student Questionnaire (SQ) had been correctly followed. All errors, omissions or problems were noted and questionnaires requiring follow-up were set aside. Completed documents were batched together and sent to be keytaped and verified, except for the answer sheets of the students' test books, which were prepared for machine scoring.

The data follow-up phase was another manual/clerical activity in which all materials needing follow-up as a result of the scan-edit operation were examined and decisions were made for the appropriate follow-up action. Where appropriate and feasible responses to previously indeterminate data were obtained and transferred to the original documents.

After the scan-edit phase and any necessary follow-up operations, the data transcription phase was initiated. During this phase, the following documents were keytaped and verified: (a) student questionnaire; (b) student questionnaire cover pages; (c) School Record Information Form; (d) counselor questionnaire; (e) school questionnaire; and (f) Batch Header Sheets. The answer sheets of the test book were transcribed to tape by optical scan equipment; staff members handscored approximately 100 answer sheets to verify scoring accuracy.

The final phase of processing the base-year data involved a machine edit through a computer system. The edit program involved checks for consistency, out-of-range responses, and omissions for each document type (Student Questionnaire, Counselor Questionnaire, etc.) and verified counts across schools and students. Two files were produced: one contained all records that passed edit, the other contained all rejected records. The program applied corrections to both the clean file and the reject file; the corrections were, for example, changes of school code and ID number or deletions of records. Once the corrections were applied, the reject file and the clean file were merged or sorted. The files were then recycled through the edit program along with any new raw data. This process was continued until there were no rejects.

## III. PROCESSING THE FOLLOW-UP DATA

Data preparation activities for the several instruments collected during each of the four follow-ups were quite similar, with some minor exceptions. At each phase of processing, appropriate event entries were made to the automated survey support system so that there could be constant monitoring of the location of all questionnaires in the document flow and subsequent machine processing steps.

Returned questionnaires were processed through a central check-in point. Each respondent's ID number and the batch number of the questionnaire were noted and transmitted to the data processing section for entry into an automated survey support system. Batches were then processed by pre-machine (manual) editing, in which certain checks were made to ascertain if each questionnaire contained a minimum set of critical data; any necessary manual coding of responses to certain items was performed at this stage. Questionnaires that passed this manual edit were then transmitted for direct data entry. Those questionnaires that failed the manual edit were assigned for telephone follow-up contact with the respondent to resolve problems uncovered in manual edit. After resolution, these questionnaires were also transmitted for direct data entry. After data entry operations, questionnaires were placed in temporary secure storage prior to microfilming and eventual destruction.

Following the data entry process, all NLS data were extensively edited by computer prior to releasing files for public use. This machine edit process involved rigorous checking of all routing patterns within an instrument as well as range checks for all items and inconsistency checks for appropriate items. "Hard copy" or source document checks were required in some cases for error resolution. During these edits, specific codes were entered in the file to account for various types of indeterminate data and, where possible, "logically recoded values" were computed including, in each case, an indicator for the reasons for such a recode.

Several data quality indices were also developed during file preparation and have been included in the NLS data file. The quality indices indicated for each individual and each instrument the amount and quality of information present in that individual's record. Four basic types of indices were computed: consistency indices, out-of-range indices, routing indices, and completeness indices (cf., Riccobono, Burkheimer, and Place, 1981). Also during file preparation, a number of composite variables were constructed. Each composite (e.g., SES, ability level, educational attainment) was constructed from several variables and required a number of steps in its derivation. A complete list of composites derived from NLS survey data is available (Riccobono, et al., January 1981) along with detailed documentation regarding their derivation.

## IV. DATA QUALITY

As suggested by the brief description of the careful and extensive data processing procedures, the quality of data in NLS release files has been a major concern during the operation of the study. To the extent possible within recognizable boundaries of time and budget, every effort has been made to ensure both complete data and a true representation of data provided. For uncorrectable response quality, the probable reasons for nonresponse have been directly indicated and potential inconsistencies in responses have been identified and also directly indicated on the data file (cf., Riccobono, et al., January 1981).

Quality control has taken place at each of the three basic stages of data processing: initial manual processing, data entry, and machine editing. A major quality control feature is available through the survey control system, which virtually eliminated the potential for mismatching of the several instruments and for multiple entry of instruments. The entire manual edit procedure was instituted to ensure completeness and consistency among key items of the questionnaire; if these key items were unanswered or inconsistently answered and could not be resolved by recourse to other provided responses, then attempted resolution by telephone contact with the respondent was initiated. A 10 percent spot check of all such telephone contacts was implemented through "silent phone monitors" to ensure that procedures were correctly carried out and responses appropriately recorded (cf., King, 1981). Manual coding of alphabetic information into numeric form was another step in ensuring the accuracy and completeness of NLS data (although some alphabetic information not suitable for numeric coding was entered directly onto the file). Easily usable conversion tables were initiated to ensure that this coding was performed correctly and a 5 percent check of all work was implemented (cf., King, 1981).

Quality control at the data entry stage was facilitated by the use of programmable direct data entry terminals. Not only do direct data entry display units allow the operator to easily detect and correct errors at time of initial keying, but also the programmable nature of the entry terminal allows machine checks for out-of-range values and certain inconsistencies. Consequently, this procedure typically results in considerably lower keying error rates than standard keypunch procedures (as well as early detection of actual response indeterminacies). For keying of directory data (required for contacting and/or tracing individuals), 100 percent verification of initial keying was performed. For other data, error rates were determined by rekeying a 5 percent sampling of data for each operator and batch; batches with greater than 1 percent keystroke error rates were completely rekeyed. The keystroke error rate maintained for NLS data was less than two-tenths of 1 percent (cf., Henderson and Allen, 1981).

The principal purpose of the machine edit procedures was to identify and document errors rather than the reduce them, since at that stage of processing the only available resolution process was logical or statistical imputation. The philosophy adopted was to leave such imputation procedures to users of the file rather than to force a particular procedure on all users. Nonetheless, the identification of specific types of nonresponse, flagging of certain inconsistency types, and computation of the several data quality indices provides an unusually complete documentation of the types and the extent of error remaining in the NLS data (cf., Wisenbaker, 1981b).

# Chapter 6
## Use of the NLS Data

The overall purpose of the NLS is to provide a better understanding of the development of students as they pass through the American educational system and of the complex factors associated with individual educational and career outcomes. It is not surprising, then, that the specific topic most often addressed by researchers utilizing NLS data has been, thus far, issues related to postsecondary education. As illustrated in Table 5, which presents the number of NLS-based studies known to be in existence through January 1981, the postsecondary education studies have focused on access, aid and persistence. The table also shows that a substantial number of the studies have dealt with various methodological considerations. This is due, in part, to NCES tradition to assure knowledge of data quality and the fact that many reports were produced by RTI as a result of contractual commitments. Also, since studies like the NLS that contain repeated measures on the same subjects over time are somewhat unusual, several reports were written to document and develop the analytical tools for dealing with such data. A smaller number of studies exist that investigate secondary education, vocational/technical education, psychological development, and other issues.

Now that the fourth follow-up data have been released to the public, the primary focus of NLS research may shift toward studies of labor force participation, career development patterns, and family/lifestyle activities. The data were gathered seven and one-half years after the respondents left high school and should reveal the sample members' adult life patterns believed to be strongly influenced by the educational experience.

As to the frequency of the use of NLS data, Table 6 provides information about the number of reports issued each year since the study began in 1972. After 1974, when the second follow-up data became available, the number of reports issued per year has been consistently high. It is expected that the number of studies in the next few years will remain high; 41 studies were known to be in progress in January of 1981.

The NLS was designed for use by the general research community including social science graduate students embarking on their first piece of empirical research as well as established scientists working on Federally funded contracts. For more information regarding NLS data users, the reader is referred to Levinsohn and McAdams (1978).

Table 5.--Number of NLS studies by subject area

| Subject area[a] | N |
|---|---|
| General description (summary of survey data) | 28 |
| Labor force participation | 27 |
| Methodology | |
| ° Data collection procedures | 18 |
| ° Imputation and analysis strategy | 11 |
| ° Instrumentation | 5 |
| ° Measurement property | 7 |
| ° Nonresponse bias | 4 |
| ° Sample design and effects | 18 |
| ° Variable and file constructon | 18 |
| ° Weight calculation | 5 |
| Military service | 4 |
| Personal, career, or psychological development | 27 |
| Postsecondary education | |
| ° Access | 68 |
| ° Basic patterns of college attendance | 3 |
| ° Race/ethnicity and sex differences | 6 |
| ° Financial aid | 24 |
| ° Performance | 37 |
| ° Vocational-technical education | 6 |
| Secondary education | |
| ° Student characteristics | 14 |
| ° School or program effects | 20 |
| Women | 9 |
| Other (history, objectives, conceptual model, analysis priority, etc.) | 25 |

---

[a] The classification of subject areas was based upon the 279 studies known to be in existence by January 31, 1981.

NOTE.--A report could be entered in more than one subject area, thus there are 384 entries for the 279 studies.

Table 6.--Number of reports issued in each year

| Year | Number of reports issued |
|---|---|
| 1972 | 2 |
| 1973 | 7 |
| 1974 | 15 |
| 1975 | 38 |
| 1976 | 53 |
| 1977 | 36 |
| 1978 | 41 |
| 1979 | 37 |
| 1980 | 41 |
| 1981 (by January 31) | 8 |
| Total | 278 |

NOTE.--The date of one study is unavailable.

---

The document reports the results of an informal survey of over 120 NLS data base users. The users' names, addresses, and their universities or institutions are listed as well as user reports of several topical areas. These include: (1) dissemination of data tapes and documentation; (2) reaction to general tape format; (3) user reaction to coding of the data base; (4) user reaction to documentation; (5) data processing of the NLS data base; (6) additional data bases for the NLS; and (7) summary and conclusions.

NLS-based reports have appeared in a variety of publications as illustrated by Table 7. The majority of study reports thus far are products of grant or contract research, with NCES as the primary sponsor. There have been 51 papers presented at professional meetings and conferences, primarily those sponsored by the American Educational Research Association and the American Psychological Association. The number of articles appearing in professional journals has increased notably in recent years. In 1977, only 7 journal articles based on NLS data were identified; by the end of 1980, the number had grown to 32.

Table 7.--Types of reports involving NLS data to January 1981

| Type of publication | Frequency |
|---|---|
| Books | 3 |
| Journal publications | 32 |
| Papers presented in meetings | 51 |
| Unpublished dissertations or papers | 44 |
| Government publications | 30 |
| Grant or contract reports | 119 |
| Total | 279 |

## References

Benrud, C. H., and Williams, R. L. Development of adjusted school weights for the National Longitudinal Study of the High School Class of 1972. Research Triangle Park, N.C.: Research Triangle Institute, May 1981.

Burkheimer, G. J., Jaffe, J., and Peng, S. S. Highly able students who did not go to college. Research Triangle Park, N.C.: Research Triangle Institute, August 1981.

Burkheimer, G. J., and Novak, T. P. National Longitudinal Study: A capsule description of young adults seven and one-half years after high school. Research Triangle Park, N.C.: Research Triangle Institute, May 1981.

Eckland, B. K. The efficient use of educational data: A proposal for the National Longitudinal Study of the High School Class of 1972. In C. E. Bidwell and D. M. Windham (Eds.), The analysis of educational productivity (Vol. 2). Cambridge, Massachusetts: Ballinger Publishing Company, 1980.

Eckland, B. K., and Bailey, J. P. National Longitudinal Study of the High School Class of 1972: A capsule description of second follow-up survey data October 1974. Washington, D.C.: U.S. Government Printing Office, 1977.

Eckland, B. K., and Wisenbaker, J. M. National Longitudinal Study: A capsule description of young adults four and one-half years after high school. Research Triangle Park, N.C.: Research Triangle Institute, February 1979.

Fetters, W. B. National Longitudinal Study of the High School Class of 1972: A capsule description of high school seniors, base-year survey. Washington, D.C.: U.S. Government Printing Office, 1974.

Fetters, W. B. National Longitudinal Study of the High School Class of 1972: Sample design efficiency study: Effects of stratification, clustering, and unequal weighting on the variances of NLS statistics. Washington, D.C.: U.S. Government Printing Office, 1977.

Folsom, R. E., Jr. Variance components for NLS: Partitioning the design effect. Research Triangle Park, N.C.: Statistics Research Division, Research Triangle Institute, January 1975.

Folsom, R. E., and Weber, J. H. Relative efficiencies of a three-stage versus a two-stage sample design for a new NLS cohort study. Research Triangle Park, N.C.: Sampling Research and Design Center, Research Triangle Institute, March 1976(a).

Folsom, R. E., and Weber, J. H. Limited investigation of effects of stratification, clustering, respondent mobility, and overlapping schools with the 1972 sample. Research Triangle Park, N.C.: Sampling Research and Design Center, Research Triangle Institute, April 1976(b).

Henderson, L., and Allen, D. NLS data entry quality control: The fourth follow-up survey. Research Triangle Park, N.C.: Research Triangle Institute, June 1981.

Henderson, L. and Levinsohn, J. R. National Longitudinal Study of the High School Class of 1972: School file documentation. Research Triangle Park, N.C.: Research Triangle Institute, June 1981.

Hilton, T. L., and Rhett, H. The base-year survey of the National Longitudinal Study of the High School Class of 1972--Final report. Princeton, N.J.: Educational Testing Service, 1973.

Horvitz, D. G., Mason, K., Bayless, D., Jackson, D., Hunt, N., and Koch, G. The design of a longitudinal survey of secondary school seniors (Final report--Volumes I and II). Research Triangle Park, N.C.: Research Triangle Institute, February 1972.

King, D. A. The effects of incentives on response rates on the National Longitudinal Survey of Educational Effects. Paper presented at the 34th annual conference of the American Association for Public Opinion Research, Buck Hill Falls, Pennsylvania, June 1979.

King, D. A. National Longitudinal Study data collection activities for the fourth follow-up (October 1979 through April 1980). Research Triangle Park, N.C.: Research Triangle Institute, January 1981.

King, D. A., and Thorne, N. R. National Longitudinal Study data collection activities for the third follow-up (July 1976 through June 1977). Research Triangle Park, N.C.: Research Triangle Institute, September 1977.

Larsen, A. A., Watson, M. E., Duncan, D. P., Riccobono, J. A., and Burkheimer, G. J. Tabular summary of the fourth follow-up questionnaire data. Research Triangle Park, N.C.: Research Triangle Institute, 1981.

Levinsohn, J., Henderson, L. B., Riccobono, J. A., and Moore, R. P. The National Longitudinal Study of the High School Class of 1972: Base-year, first, second, and third follow-up data file users manual (Volumes I and II). Washington, D.C.: U.S. Government Printing Office, Reprinted February 1979.

Levinsohn, J. R., Lewis, L. B., Riccobono, J. A., and Moore, R. P. The National Longitudinal Study of the High School Class of 1972: Base-year, first, and second follow-up data file users manual. Research Triangle Park, N.C.: Research Triangle Institute, July 1976.

Levinsohn, J. R., and McAdams, K. C. The national longitudinal study: The NLS data base design: A user survey (Final report). Research Triangle Park, N.C.: Research Triangle Institute, January 1978.

Levinsohn, J. R., Riccobono, J. A., Lewis, L. H., and Moore, R. P. The National Longitudinal Study of the High School Class of 1972: Base-year and first follow-up data file users manual. Research Triangle Park, N.C.: Research Triangle Institute, April 1975.

Lewis, L., and Levinsohn, J. R. *National Longitudinal Study of the High School Class of 1972: School file documentation*. Research Triangle Park, N.C.: Research Triangle Institute, August 1976.

Moore, R. P. *Calculation of nonresponse-adjusted student weights for respondents to the NLS base-year and first follow-up surveys*. Research Triangle Park, N.C.: Research Triangle Institute, October 1975.

Moore, R. P., and Shah, B. V. *Efficiency study of the NLS base-year design*. Research Triangle Park, N.C.: Research Triangle Institute, November 1974.

Moore, R. P., and Shah, B. V. *Choosing the "optimum" design for an NLS cohort*. Research Triangle Park, N.C.: Research Triangle Institute, 1975(a).

Moore, R. P., and Shah, B. V. *Effects of stratification, clustering, and unequal weighting on the variances of NLS statistics*. Research Triangle Park, N.C.: Research Triangle Institute, February 1975(b).

Moore, R. P., and Shah, B. V. *Efficiency study of the change variables from the first follow-up of the NLS sample design*. Research Triangle Park, N.C.: Research Triangle Institute, February 1976.

Moore, R. P., and Shah, B. V. *National Longitudinal Study of the High School Class of 1972: Sample design efficiency study: Optimal two-stage sample design* (NCES Publication 77-257). Washington, D.C.: U.S. Government Printing Office, 1977.

Peng, S. S. Trends in the entry to higher education: 1961-1972. *Educational Researcher*, January 1977, *6*(1), 1519.

Peng, S. S., and Dunteman, G. H. *National Longitudinal Study of the High School Class of 1972: A capsule description of first follow-up data*. Washington, D.C.: U.S. Government Printing Office, 1976.

Peng, S. S., and Fetters, W. B. *The able students who did not go to college: A talent loss problem?* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, March 1978.

Peng, S. S., and Holt, M. M. *National Longitudinal Study: Tabular summary of the second follow-up questionnaire data two and one-half years after high school* (Volumes I and II). Research Triangle Park, N.C.: Research Triangle Institute, August 1977.

Peng, S. S., Wisenbaker, J. M., Bailey, S. S., and Marnell, D. *National Longitudinal Study: Tabular summary of the third follow-up questionnaire data* (Volume I). Research Triangle Park, N.C.: Research Triangle Institute, February 1978.

Riccobono, J. A., Burkheimer, G. J., and Place, C. *The Mational Longitudinal Study of the High School Class of 1972: Fourth follow-up survey final methodological report*. Research Triangle Park, N.C.: Research Triangle Institute, 1981.

Riccobono, J. A., Henderson, L. B., Burkheimer, G. J., Place, C., and Levinsohn, J. R. *National Longitudinal Study: Base-year (1972) through fourth follow-up (1979) data file users manual* (Volumes I, II, and III). Research Triangle Park, N.C.: Research Triangle Institute: January 1981.

Shah, B. V., and Marnell, D. K. *Calculation of nonresponse-adjusted student weights for respondents to the NLS second follow-up survey*. Research Triangle Park, N.C.: Research Triangle Institute, January 1976.

Tabler, K. A. *National Longitudinal Study of the High School Class of 1972: Tabular summary of first follow-up questionnaire data*. Washington, D.C.: U.S. Government Printing Office. 1976.

Taylor, M. E., Stafford, C. E., and Place, C. *National Longitudinal Study of the High School Class of 1972 study reports update: Review and annotation*. Research Triangle Park, N.C.: Research Triangle Institute, June 1981.

Thomas, G. E. *Race and sex effects in the process of educational achievement*. Doctoral dissertation. University of North Carolina at Chapel Hill, 1975.

Thompson, B. W. *Tabular summary of student questionnaire data: Volumes I and II*. Washington, D.C.: U.S. Government Printing Office, 1974.

Thornton, C. H. *Black-white differences in educational attainment: A replication and expanded interpretation*. Chapel Hill, N.C.: University of North Carolina, October 1976.

Trent, J. W., Rose, C., Salyard, A., Adams, J., Marcus, A. C., Keesling, J., and Gerst, J. *An analytical review of longitudinal and related studies as they apply to the educational process*. Los Angeles, California: Center for the Study of Evaluation, University of California at Los Angeles, 1972.

WESTAT, Inc. *Sample design for the selection of a sample of schools with twelfth-graders for a longitudinal study*. Rockville, Maryland: WESTAT, Inc.: June 1972.

Wisenbaker, J. M. *Factors related to third follow-up survey responses*. Research Triangle Park, N.C.: Research Triangle Institute, September 1981(a).

Wisenbaker, J. M. *Factors associated with edit failure*. Research Triangle Park, N.C.: Research Triangle Institute, September 1981(b).

# Appendix A

## NLS Survey Instruments

# Appendix A

## NLS Survey Instruments

This appendix contains the following NLS survey instruments:

- Student Questionnaire
- Student Test Book
- School Questionnaire
- Counselor Questionnaire
- Student's School Record Information Form
- First Follow-up Questionnaire
- Second Follow-up Questionnaire
- Third Follow-up Questionnaire
- Activity State Questionnaire
- Fourth Follow-up Questionnaire
- Supplemental Questionnaire

O.M.B. No. 51-S-7[illegible]
APPROVAL EXPIRES [illegible]

**Dear High School Senior:**

Thank you for accepting the invitation to participate in the NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972. The answers you and other students provide will help in the continuing effort to plan new and better school programs for future students across the United States.

## NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

# Student Questionnaire

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY EDUCATIONAL TESTING SERVICE ☐ PRINCETON, NEW JERSEY
SPRING 1972

OE FORM 2348, 2/72

**Social Security Number**

☐☐☐ ☐☐ ☐☐☐☐

## DIRECTIONS

- This questionnaire is divided into sections of questions. All students are asked to start by answering questions in the sections lettered A, B, and C. Then you will be asked to follow the directions to answer questions in the sections that apply to *your* particular plans for the year after you leave high school.

- Read carefully *all* directions for each question you answer. It is important that you follow these directions carefully.

- When you are asked to circle a number, please make a heavy black circle. Here is an example.

| **What grade are you in?** | **(Circle one.)** |
|---|---|
| Grade 9 | 1 |
| Grade 10 | 2 |
| Grade 11 | 3 |
| Grade 12 | [✓ 4] |

- Circle as many numbers as the directions indicate for each question you answer.

- Completely erase any answers you wish to change.

- When you have completed the questionnaire, put it in the envelope that has been given to you and seal the envelope. No one at your school will see or read your answers.

This questionnaire is not a test. You may omit any question that you or your parents would consider objectionable.

**School Code** | | | | | **Student Number** | | |

**Sex** (Circle one.)

| | |
|---|---|
| Male | 1 |
| Female | 2 |

| Date of Birth | | |
|---|---|---|
| Mo. | Day | Year |
| | | |

---

**Please complete the information above.**

# A SECTION Your high school experiences . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**1. When do you expect to graduate from high school?**

(Circle one.)

| | |
|---|---|
| I will leave high school before I graduate | 1 |
| Now through June 1972 | 2 |
| July or August 1972 | 3 |
| September 1972 through January 1973 | 4 |
| February through June 1973 | 5 |
| After June 1973 | 6 |

**2. Which of the following best describes your present high school program?**

(Circle one.)

| | |
|---|---|
| General | 1 |
| Academic or college preparatory | 2 |
| Vocational or technical: | |
| Agricultural occupations | 3 |
| Business or office occupations | 4 |
| Distributive education | 5 |
| Health occupations | 6 |
| Home economics occupations | 7 |
| Trade or industrial occupations | 8 |

**3. How important was each of the following in influencing your choice of your present high school program?**

**(Circle one number on each line.)**

| | Not important | Somewhat important | Very important |
|---|---|---|---|
| Your parents | 1 | 2 | 3 |
| A relative other than your parents | 1 | 2 | 3 |
| A guidance counselor | 1 | 2 | 3 |
| A teacher other than a guidance counselor | 1 | 2 | 3 |
| The principal or assistant principal | 1 | 2 | 3 |
| Clergyman (minister, priest, rabbi, etc.) | 1 | 2 | 3 |
| An adult not mentioned above | 1 | 2 | 3 |
| Friends your own age | 1 | 2 | 3 |
| Yourself | 1 | 2 | 3 |
| I had no choice; it was the only program available at my school | 1 | 2 | 3 |
| I had no choice; I was assigned to it | 1 | 2 | 3 |

**4. How often has each of the following been used in the courses you are taking this year?**

**(Circle one number on each line.)**

| | Never | Seldom | Fairly often | Frequently |
|---|---|---|---|---|
| Listening to the teacher's lecture | 1 | 2 | 3 | 4 |
| Participating in student-centered discussions | 1 | 2 | 3 | 4 |
| Working on a project or in a laboratory | 1 | 2 | 3 | 4 |
| Writing essays, themes, poetry, or stories | 1 | 2 | 3 | 4 |
| Going on field trips | 1 | 2 | 3 | 4 |
| Having individualized instruction (small groups or one-to-one with a teacher) | 1 | 2 | 3 | 4 |
| Using teaching machines or computer-assisted instruction | 1 | 2 | 3 | 4 |
| Watching television lectures | 1 | 2 | 3 | 4 |

**5. Which of the following best describes your grades so far in high school?**

| | (Circle one.) |
|---|---|
| Mostly A (a numerical average of 90-100) | 1 |
| About half A and half B (85-89) | 2 |
| Mostly B (80-84) | 3 |
| About half B and half C (75-79) | 4 |
| Mostly C (70-74) | 5 |
| About half C and half D (65-69) | 6 |
| Mostly D (60-64) | 7 |
| Mostly below D (below 60) | 8 |

**6. Have you ever heard of or participated in any of the following high school educational programs?**

(Circle one number on each line.)

| | Never heard of this program | Have heard of this program but have not participated | Have participated in this program |
|---|---|---|---|
| Cooperative Vocational Education Program (Co-op Program) | 1 | 2 | 3 |
| High School Vocational Education Work-Study Program | 1 | 2 | 3 |
| Neighborhood Youth Corps | 1 | 2 | 3 |
| Talent Search | 1 | 2 | 3 |
| Upward Bound | 1 | 2 | 3 |

**7. Approximately what is the average amount of time you spend on homework a week?**

| | (Circle one.) |
|---|---|
| No homework is ever assigned | 1 |
| I have homework but don't do it | 2 |
| Less than 5 hours a week | 3 |
| Between 5 and 10 hours a week | 4 |
| More than 10 hours a week | 5 |

**8. On the average over the school year, how many hours per week do you work in a paid or unpaid job? (Exclude vacations.)**

| | (Circle one.) |
|---|---|
| None | 0 |
| Less than 6 hours | 1 |
| 6 to 10 hours | 2 |
| 11 to 15 hours | 3 |
| 16 to 20 hours | 4 |
| 21 to 25 hours | 5 |
| 26 to 30 hours | 6 |
| More than 30 hours | 7 |

**9. Do any of the following statements describe your work?**

(Circle one number on each line.)

| | Yes | No | I do not work |
|---|---|---|---|
| My job is related to my studies | 1 | 2 | 3 |
| My job leads to work I'd like to do in the future | 1 | 2 | 3 |
| I work mostly on the weekends | 1 | 2 | 3 |
| I work mostly during the week | 1 | 2 | 3 |

**10. Have you participated in any of the following types of activities, either in or out of school this year?**

**(Circle one number on each line.)**

| | **Have not participated** | **Have participated actively** | **Have participated as a leader or officer** |
|---|---|---|---|
| Athletic teams, intramurals, letterman's club, sports club | 1 | 2 | 3 |
| Cheerleaders, pep club, majorettes | 1 | 2 | 3 |
| Debating, drama, band, chorus | 1 | 2 | 3 |
| Hobby clubs such as photography, model building, hot rod, electronics, crafts | 1 | 2 | 3 |
| Honorary clubs such as Beta Club or National Honor Society | 1 | 2 | 3 |
| School newspaper, magazine, yearbook, annual | 1 | 2 | 3 |
| School subject matter clubs such as science, history, language, business, art | 1 | 2 | 3 |
| Student council, student government, political club | 1 | 2 | 3 |
| Vocational education clubs such as Future Homemakers, Teachers, Farmers of America, DECA, OEA, FBLA, or VICA | 1 | 2 | 3 |

**11. Do you feel that you can usually get to see a guidance counselor when you want to or need to?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No, but my school does have a guidance counselor | 2 |
| No, my school does not have a guidance counselor | 3 |
| I have never needed to see a guidance counselor | 4 |

**12. Does your guidance counselor usually have the information you feel you need?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No, but my school does have a guidance counselor | 2 |
| No, my school does not have a guidance counselor | 3 |
| I have never needed to see a guidance counselor | 4 |

**13. How often have you discussed your plans for after high school with the following people?**

**(Circle one number on each line.)**

| | **Never** | **Seldom** | **Often** |
|---|---|---|---|
| Your parents | 1 | 2 | 3 |
| A relative other than your parents | 1 | 2 | 3 |
| A guidance counselor | 1 | 2 | 3 |
| A teacher other than a guidance counselor | 1 | 2 | 3 |
| The principal or assistant principal | 1 | 2 | 3 |
| Clergyman (minister, priest, rabbi, etc.) | 1 | 2 | 3 |
| State employment service officer | 1 | 2 | 3 |
| An adult not mentioned above | 1 | 2 | 3 |
| Friends your own age | 1 | 2 | 3 |

**14. How much has each of the following persons influenced your plans for after high school?**

**(Circle one number on each line.)**

| | **Not at all** | **Somewhat** | **A great deal** |
|---|---|---|---|
| Your parents | 1 | 2 | 3 |
| A relative other than your parents | 1 | 2 | 3 |
| A guidance counselor | 1 | 2 | 3 |
| A teacher other than a guidance counselor | 1 | 2 | 3 |
| The principal or assistant principal | 1 | 2 | 3 |
| Clergyman (minister, priest, rabbi, etc.) | 1 | 2 | 3 |
| State employment service officer | 1 | 2 | 3 |
| An adult not mentioned above | 1 | 2 | 3 |
| Friends your own age | 1 | 2 | 3 |
| Yourself | 1 | 2 | 3 |

**15. Have your teachers or counselors ever tried to influence your plans for after high school?**

**(Circle one number on each line.)**

| | **Discouraged me** | **Didn't try to influence me** | **Encouraged me** |
|---|---|---|---|
| To go to college | 1 | 2 | 3 |
| To go to vocational, technical, business, or trade school | 1 | 2 | 3 |
| To enter an apprenticeship or on-the-job training program | 1 | 2 | 3 |
| To enter the military service | 1 | 2 | 3 |
| To get a job immediately after high school | 1 | 2 | 3 |

**16. What do most of your close friends plan to do next year?**

| | **(Circle one.)** |
|---|---|
| Enter the military service | 1 |
| Go to vocational, technical, business, or trade schools | 2 |
| Become full-time homemakers | 3 |
| Go to college | 4 |
| Enter apprenticeships or on-the-job training programs | 5 |
| Go to work full-time | 6 |
| I don't know | 7 |
| Other | 8 |

# B
SECTION Your attitudes and opinions . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**17. How much has each of the following interfered with your education at this school?**

**(Circle one number on each line.)**

| | Not at all | Somewhat | A great deal |
|---|---|---|---|
| Courses are too hard | 1 | 2 | 3 |
| Teachers don't help me enough | 1 | 2 | 3 |
| School doesn't offer the courses I want to take | 1 | 2 | 3 |
| My job takes too much time | 1 | 2 | 3 |
| Transportation to school is difficult | 1 | 2 | 3 |
| Parents aren't interested in my education | 1 | 2 | 3 |
| Don't feel part of the school | 1 | 2 | 3 |
| Find it hard to adjust to school routine | 1 | 2 | 3 |
| Poor teaching | 1 | 2 | 3 |
| Worry over money problems (repayment of loan, support of dependents, family income, etc.) | 1 | 2 | 3 |
| My own ill health | 1 | 2 | 3 |
| Poor study habits | 1 | 2 | 3 |
| Family obligations (other than money problems) | 1 | 2 | 3 |
| Lack of a good place to study at home | 1 | 2 | 3 |

**18. Please rate your school on each of the following aspects.**

**(Circle one number on each line.)**

| | Poor | Fair | Good | Excellent | Don't know |
|---|---|---|---|---|---|
| Condition of buildings and classrooms | 1 | 2 | 3 | 4 | 5 |
| Equipment used in vocational courses | 1 | 2 | 3 | 4 | 5 |
| Extracurricular facilities | 1 | 2 | 3 | 4 | 5 |
| Job placement of graduates | 1 | 2 | 3 | 4 | 5 |
| Library facilities | 1 | 2 | 3 | 4 | 5 |
| Quality of academic instruction | 1 | 2 | 3 | 4 | 5 |
| Quality of vocational instruction | 1 | 2 | 3 | 4 | 5 |
| Reputation in the community | 1 | 2 | 3 | 4 | 5 |
| Student guidance and counseling | 1 | 2 | 3 | 4 | 5 |
| Teacher interest in students | 1 | 2 | 3 | 4 | 5 |

**19. How much do you agree with each of the following statements about your high school?**

**(Circle one number on each line.)**

| | Agree strongly | Agree somewhat | Disagree somewhat | Disagree strongly | Does not apply |
|---|---|---|---|---|---|
| School should have placed more emphasis on basic academic subjects (math, science, English, etc.) | 1 | 2 | 3 | 4 | 5 |
| School should have provided more help for students who were having trouble with subjects like math and reading | 1 | 2 | 3 | 4 | 5 |
| Most required courses here are a waste of time | 1 | 2 | 3 | 4 | 5 |
| School should have placed more emphasis on vocational and technical programs | 1 | 2 | 3 | 4 | 5 |
| School did not offer enough practical work experience | 1 | 2 | 3 | 4 | 5 |
| School provided me with counseling that will help me continue my education | 1 | 2 | 3 | 4 | 5 |
| School gave me new ideas about the type of work I wanted to do | 1 | 2 | 3 | 4 | 5 |
| School provided me with counseling that helped me get a better idea of myself and my relations with other people | 1 | 2 | 3 | 4 | 5 |
| School provided me with counseling that will help me find employment | 1 | 2 | 3 | 4 | 5 |
| School should help students find jobs when they leave school | 1 | 2 | 3 | 4 | 5 |
| School should have used more television lectures | 1 | 2 | 3 | 4 | 5 |
| School should have used teaching machines or computer-assisted instruction more extensively | 1 | 2 | 3 | 4 | 5 |

**20. How important is each of the following to you in your life?**

**(Circle one number on each line.)**

| | Not important | Somewhat important | Very important |
|---|---|---|---|
| Being successful in my line of work | 1 | 2 | 3 |
| Finding the right person to marry and having a happy family life | 1 | 2 | 3 |
| Having lots of money | 1 | 2 | 3 |
| Having strong friendships | 1 | 2 | 3 |
| Being able to find steady work | 1 | 2 | 3 |
| Being a leader in my community | 1 | 2 | 3 |
| Being able to give my children better opportunities than I've had | 1 | 2 | 3 |
| Living close to parents and relatives | 1 | 2 | 3 |
| Getting away from this area of the country | 1 | 2 | 3 |
| Working to correct social and economic inequalities | 1 | 2 | 3 |

**21. How do you feel about each of the following statements?**

**(Circle one number on each line.)**

| | Agree strongly | Agree | Disagree | Disagree strongly | No opinion |
|---|---|---|---|---|---|
| I take a positive attitude toward myself | 1 | 2 | 3 | 4 | 5 |
| Good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 5 |
| I feel I am a person of worth, on an equal plane with others | 1 | 2 | 3 | 4 | 5 |
| I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 5 |
| Every time I try to get ahead, something or somebody stops me | 1 | 2 | 3 | 4 | 5 |
| Planning only makes a person unhappy since plans hardly ever work out anyway | 1 | 2 | 3 | 4 | 5 |
| People who accept their condition in life are happier than those who try to change things | 1 | 2 | 3 | 4 | 5 |
| On the whole, I'm satisfied with myself | 1 | 2 | 3 | 4 | 5 |

**22. Do you plan to use funds available from any of the following programs for further study beyond high school?**

**(Circle one number on each line.)**

| | No, I do not plan to use it | Yes, I plan to use it | I do not know enough about the program to answer the question |
|---|---|---|---|
| College or university scholarship or loan (athletic or academic) | 1 | 2 | 3 |
| State or local scholarship or loan program | 1 | 2 | 3 |
| Scholarship from a private organization or company | 1 | 2 | 3 |
| Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension) | 1 | 2 | 3 |
| ROTC Scholarship Programs | 1 | 2 | 3 |
| College Work-Study Program | 1 | 2 | 3 |
| Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents) | 1 | 2 | 3 |
| National Defense Student Loan Program | 1 | 2 | 3 |
| Federal Guaranteed Student Loan Program | 1 | 2 | 3 |
| Educational Opportunity Grant Program | 1 | 2 | 3 |
| Health Professions Student Loan Program | 1 | 2 | 3 |
| Health Professions Scholarship Program | 1 | 2 | 3 |
| Nursing Student Loan Program | 1 | 2 | 3 |
| Nursing Scholarship Program | 1 | 2 | 3 |
| General Scholarship Program | 1 | 2 | 3 |
| Law Enforcement Education Program | 1 | 2 | 3 |
| Veterans Administration War Orphans Educational Assistance Program | 1 | 2 | 3 |
| Regular bank loan | 1 | 2 | 3 |

**23. Here are some reasons others have given for not planning to get financial aid for study from sources outside the family. Which of these reasons apply to you?**

**(Circle one number on each line.)**

| | **Does not apply to me** | **Does apply to me** |
|---|---|---|
| I do not plan to get more schooling | 1 | 2 |
| My parents or I will be able to pay for more education without getting *any* outside financial aid | 1 | 2 |
| I do not want to go into debt | 1 | 2 |
| I do not expect to qualify for the scholarship or loan I'm interested in because of my family's income | 1 | 2 |
| I do not expect to qualify for the scholarship or loan I'm interested in because of my high school grades | 1 | 2 |
| I do not expect to qualify for the scholarship or loan I'm interested in because of my test scores | 1 | 2 |
| Students from my racial or ethnic group have too much difficulty getting financial aid | 1 | 2 |
| Some other reason | 1 | 2 |

**24. How important is each of the following to you in selecting a job or career?**

**(Circle one number on each line.)**

| | **Not important** | **Somewhat important** | **Very important** |
|---|---|---|---|
| Making a lot of money | 1 | 2 | 3 |
| Opportunities to be original and creative | 1 | 2 | 3 |
| Opportunities to be helpful to others or useful to society | 1 | 2 | 3 |
| Avoiding a high-pressure job that takes too much out of you | 1 | 2 | 3 |
| Living and working in the world of ideas | 1 | 2 | 3 |
| Freedom from supervision in my work | 1 | 2 | 3 |
| Opportunities for moderate but steady progress rather than the chance of extreme success or failure | 1 | 2 | 3 |
| The chance to be a leader | 1 | 2 | 3 |
| Opportunities to work with people rather than things | 1 | 2 | 3 |
| Having a position that is looked up to by others | 1 | 2 | 3 |

# C

## SECTION Plans for the future . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**25. In the column under YOU, circle the one number that goes with the best description of the kind of work you would like to do. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.**

**(Circle one number in each column.)**

| | You | Father | Mother |
|---|---|---|---|
| CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 01 | 01 | 01 |
| CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 02 | 02 | 02 |
| FARMER, FARM MANAGER | 03 | 03 | 03 |
| HOMEMAKER OR HOUSEWIFE | 04 | 04 | 04 |
| LABORER such as construction worker, car washer, sanitary worker, farm laborer | 05 | 05 | 05 |
| MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 06 | 06 | 06 |
| MILITARY such as career officer, enlisted man or woman in the armed forces | 07 | 07 | 07 |
| OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant | 08 | 08 | 08 |
| PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress | 09 | 09 | 09 |
| PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 10 | 10 | 10 |
| PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman | 11 | 11 | 11 |
| SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker | 12 | 12 | 12 |
| SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter | 13 | 13 | 13 |
| TECHNICAL such as draftsman, medical or dental technician, computer programmer | 14 | 14 | 14 |

**26. How important was each of the following factors in determining the kind of work you plan to be doing for most of your life?**

(Circle one number on each line.)

| | Not important | Somewhat important | Very important |
|---|---|---|---|
| Previous work experience in the area | 1 | 2 | 3 |
| Relative or friend in the same line of work | 1 | 2 | 3 |
| Job openings available in the occupation | 1 | 2 | 3 |
| Work matches a hobby interest of mine | 1 | 2 | 3 |
| Good income to start or within a few years | 1 | 2 | 3 |
| Job security and permanence | 1 | 2 | 3 |
| Work that seems important and interesting to me | 1 | 2 | 3 |
| Freedom to make my own decisions | 1 | 2 | 3 |
| Opportunity for promotion and advancement in the long run | 1 | 2 | 3 |
| Meeting and working with sociable, friendly people | 1 | 2 | 3 |

**27. When did you first decide whether you would go to college or not?**

| | (Circle one.) |
|---|---|
| I decided before the 10th grade | 1 |
| I decided in the 10th grade | 2 |
| I decided in the 11th grade | 3 |
| I decided this year | 4 |
| I'm still undecided | 5 |

**28. Whatever your plans, do you think you have the ability to complete college?**

| | (Circle one.) |
|---|---|
| Yes, definitely | 1 |
| Yes, probably | 2 |
| Not sure | 3 |
| I doubt it | 4 |
| Definitely not | 5 |

**29. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you plan to attain.**

(Circle one number in each column.)

| | Would like to attain | Plan to attain |
|---|---|---|
| Less than high school graduation | 1 | 1 |
| Graduate from high school but not go beyond that | 2 | 2 |
| Graduate from high school and then go to a vocational, technical, business, or trade school | 3 | 3 |
| Go to a junior college | 4 | 4 |
| Go to a four-year college or university | 5 | 5 |
| Go to a graduate or professional school *after college* | 6 | 6 |

**30. What are your plans for military service?**

| | (Circle one.) |
|---|---|
| Doesn't apply to me | 1 |
| I definitely plan to volunteer for service for a period of two or more years | 2 |
| I would seriously consider volunteering for a period of two or more years | 3 |
| I might consider volunteering | 4 |
| I would not consider volunteering | 5 |
| I have no plans at this time | 6 |

**31. What is the one thing that most likely will take the largest share of your time in the year after you leave high school?**

**(Circle only one number and then follow the directions beside that number.)**

| | (Circle one.) | Directions |
|---|---|---|
| Working full-time | 01 | → *Go to question 32 and complete Section D.* |
| Entering an apprenticeship or on-the-job training program | 02 | → *Skip to page 15 and complete Section E.* |
| Going into regular military service (or service academy) | 03 | → *Skip to page 17 and complete Section F.* |
| Being a full-time homemaker | 04 | → *Skip to page 20 and complete Section G.* |
| Taking vocational or technical courses at a trade or business school full-time or part time | 05 | → *Skip to page 22 and complete Section H.* |
| Taking *academic courses* at a junior or community college full-time or part-time | 06 | → *Skip to page 25 and complete Section I.* |
| Taking *technical or vocational subjects* at a junior or community college full-time or part-time | 07 | |
| Attending a four-year college or university full-time or part-time | 08 | |
| Working part-time, but not attending school or college | 09 | → *Skip to page 29 and complete Section J.* |
| Other (travel, take a break, no plans) | 10 | → *Skip to page 31 and complete Section K.* |

# D SECTION For those planning to work full-time during the year after they leave high school . . .

**Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.**

**32. When do you plan to go to work full-time?**

| | **(Circle one.)** |
|---|---|
| Before June 1972 | 1 |
| June through August 1972 | 2 |
| September through December 1972 | 3 |
| In January 1973 or later | 4 |

**33. Do you have a definite job lined up after you leave high school?**

| | **(Circle one.)** |
|---|---|
| Yes, I'll continue in a job I now have | 1 |
| Yes, I have a new job lined up | 2 |
| No, but I've inquired at employment agencies or potential employers, looked in the newspapers, etc. | 3 |
| No, I haven't done anything yet to get a job | 4 |

**34. Would you be willing to move from this town or city in order to get a job you want?**

| | **(Circle one.)** |
|---|---|
| Yes, I would prefer to move away | 1 |
| Yes, it makes no difference to me | 2 |
| Yes, but I would prefer to find work in this community | 3 |
| No, I am not willing to move | 4 |

**35. Is the work in the job you plan to get after high school the kind of work you think you will be doing for most of your life?**

| | **(Circle one.)** |
|---|---|
| Yes | 1 |
| Yes, if I like the work | 2 |
| Yes, if I succeed | 3 |
| No, I expect to become a homemaker | 4 |
| No, I expect to get further education so I can enter a different occupation | 5 |
| No, I expect to go into military service | 6 |
| No, I expect to change to a different type of work | 7 |
| No, some other reason | 8 |

# D
**CONTINUED**

**36. Do you have definite plans to continue your schooling part-time while working full-time during the year after you leave high school?**

**(Circle only one number and then follow the directions beside that number.)**

| | **(Circle one.)** | **Directions** |
|---|---|---|
| No | 1 | → *Answer question 37 below.* |
| Yes, I plan to attend a vocational, technical, trade, or business school part-time | 2 | → *Skip to page 22 and complete Section H.* |
| Yes, I plan to take a correspondence course leading to vocational certification | 3 | |
| Yes, I plan to attend college or university part-time | 4 | → *Skip to page 25 and complete Section I.* |
| Yes, I plan to take a correspondence course leading to a regular college degree | 5 | |

**37. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?**

**(Circle one number on each line.)**

| | **Does not apply to me** | **Applies to me** |
|---|---|---|
| Need to earn money to support my family | 1 | 2 |
| Need to earn money before I can pay for further schooling | 1 | 2 |
| Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for college entrance | 1 | 2 |
| Applied at one or more schools, but was not accepted | 1 | 2 |
| Lack of a school within commuting distance of my home | 1 | 2 |
| Discouraged from continuing by teachers or counselor | 1 | 2 |
| Discouraged from continuing by parents | 1 | 2 |
| Am waiting to enter armed service | 1 | 2 |
| My future plans do not require more schooling | 1 | 2 |
| Want to take a break, may attend school later | 1 | 2 |
| Plan to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Other | 1 | 2 |

*Now skip to page* 31 *and complete section* K.

# E SECTION For those planning to enter an apprenticeship or on-the-job training program during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**38. When do you plan to enter your apprenticeship or on-the-job training program?**

**(Circle one.)**

| | |
|---|---|
| Before June 1972 | 1 |
| June through August 1972 | 2 |
| September through December 1972 | 3 |
| In January 1973 or later | 4 |

**39. Is the work you will train for in the apprenticeship or training program the kind of work you plan to be doing for most of your life?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| Yes, if I like the work | 2 |
| Yes, if I succeed | 3 |
| No, I expect to become a homemaker | 4 |
| No, I expect to get further education so I can enter a different occupation | 5 |
| No, I expect to enter military service | 6 |
| No, I expect to change to a different type of work | 7 |
| No, some other reason | 8 |

**40. How long do you think your apprenticeship or training will last?**

**(Circle one.)**

| | |
|---|---|
| Less than six months | 1 |
| Six months up to one year | 2 |
| More than a year, up to two years | 3 |
| More than two years, up to three years | 4 |
| More than three years | 5 |
| I don't know | 6 |

# E
CONTINUED

**41. Do you have definite plans to continue your schooling part-time while you are in your apprenticeship or training program in the year after you leave high school?**

**(Circle only one number and then follow the directions beside the number you have circled.)**

| | (Circle one.) | Directions |
|---|---|---|
| No | 1 | → *Answer question 42 below.* |
| Yes, I plan to attend a vocational, technical, trade, or business school part-time | 2 | → *Skip to page 22 and complete Section H.* |
| Yes, I plan to take a correspondence course leading to vocational certification | 3 | |
| Yes, I plan to attend college or university part-time | 4 | → *Skip to page 25 and complete Section I.* |
| Yes, I plan to take a correspondence course leading to a regular college degree | 5 | |

**42. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?**

**(Circle one number on each line.)**

| | Does not apply to me | Applies to me |
|---|---|---|
| Need to earn money to support my family | 1 | 2 |
| Need to earn money before I can pay for further schooling | 1 | 2 |
| Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for college entrance | 1 | 2 |
| Applied at one or more schools, but was not accepted | 1 | 2 |
| Lack of a school within commuting distance of my home | 1 | 2 |
| Discouraged from continuing by teachers or counselor | 1 | 2 |
| Discouraged from continuing by parents | 1 | 2 |
| Am waiting to enter armed service | 1 | 2 |
| My future plans do not require more schooling | 1 | 2 |
| Want to take a break, may attend school later | 1 | 2 |
| Plan to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Other | 1 | 2 |

*Now skip to page 31 and complete section K.*

# F SECTION For those planning to enter military service during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**43. When do you plan to enter military service?**

| | (Circle one.) |
|---|---|
| Before June 1972 | 1 |
| June through August 1972 | 2 |
| September through December 1972 | 3 |
| In January 1973 or later | 4 |

**44. Which service will you most likely enter (including Reserve or National Guard within appropriate service)?**

| | (Circle one.) |
|---|---|
| Army | 1 |
| Air Force | 2 |
| Navy | 3 |
| Marine Corps | 4 |
| Coast Guard | 5 |
| I don't know | 6 |

**45. How do you plan to enter military service?**

| | (Circle one.) |
|---|---|
| I will enlist | 1 |
| I will enter via the draft | 2 |
| I will attend a service academy | 3 |
| I don't know | 4 |

**46. How important was each of the following in helping you decide to enter the military service after leaving high school?**

**(Circle one number on each line.)**

| | Not important | Somewhat important | Very important |
|---|---|---|---|
| Wanted to enter military service | 1 | 2 | 3 |
| A low draft-lottery number | 1 | 2 | 3 |
| Wanted to earn money for my education or become eligible for education and other benefits under the GI Bill | 1 | 2 | 3 |
| Wanted to support myself | 1 | 2 | 3 |
| Wanted to support my family | 1 | 2 | 3 |
| Wanted to fulfill my draft obligation | 1 | 2 | 3 |
| Wanted to have a career in the military | 1 | 2 | 3 |
| Wanted to get vocational or job training in the service | 1 | 2 | 3 |
| Wanted to get a college education in the service | 1 | 2 | 3 |
| Wanted to travel, see the world, or get away from home | 1 | 2 | 3 |
| Did not qualify for the civilian schooling I wanted | 1 | 2 | 3 |
| Could not afford the civilian schooling I wanted | 1 | 2 | 3 |
| Did not have a civilian school within commuting distance of my home | 1 | 2 | 3 |
| Did not get the civilian job I wanted | 1 | 2 | 3 |
| Parents or counselors advised me to enter military service | 1 | 2 | 3 |
| Recent pay increases for military recruits | 1 | 2 | 3 |
| Could earn more money in military service than in civilian life | 1 | 2 | 3 |

**47. How long do you expect to be on full-time active duty in the military service?**

| | (Circle one.) |
|---|---|
| For initial training for the National Guard or Reserve only | 1 |
| For one two-year tour of duty only | 2 |
| For one three- or four-year tour of duty | 3 |
| For more than one tour of duty, but less than a full career term | 4 |
| For a full career term (20 years minimum) | 5 |
| I don't know | 6 |

**48. What do you plan to do when you get out of military service?**

(Circle one number on each line.)

| | Does not apply to me | Applies to me |
|---|---|---|
| Retire | 1 | 2 |
| Find part-time work | 1 | 2 |
| Find full-time work | 1 | 2 |
| Go to college either full- or part-time | 1 | 2 |
| Attend a vocational, technical, business, or trade school either full- or part-time | 1 | 2 |
| Enter an apprenticeship or on-the-job training program | 1 | 2 |
| Be married | 1 | 2 |
| Other | 1 | 2 |
| I don't know | 1 | 2 |

**49. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?**

(Circle one number on each line.)

| | Does not apply to me | Applies to me |
|---|---|---|
| Need to earn money to support my family | 1 | 2 |
| Need to earn money before I can pay for further schooling | 1 | 2 |
| Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for college entrance | 1 | 2 |
| Applied at one or more schools, but was not accepted | 1 | 2 |
| Lack of a school within commuting distance of my home | 1 | 2 |
| Discouraged from continuing by teachers or counselor | 1 | 2 |
| Discouraged from continuing by parents | 1 | 2 |
| Am waiting to enter armed service | 1 | 2 |
| My future plans do not require more schooling | 1 | 2 |
| Want to take a break, may attend school later | 1 | 2 |
| Plan to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Other | 1 | 2 |

*Now skip to page* 31 *and complete section* K.

G
START

# G SECTION For those planning to be full-time homemakers during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**50. When do you plan to become a full-time homemaker?**

| | (Circle one.) |
|---|---|
| Before June 1972 | 1 |
| June through August 1972 | 2 |
| September through December 1972 | 3 |
| In January 1973 or later | 4 |

**51. For how long do you plan to remain a full-time homemaker?**

| | (Circle one.) |
|---|---|
| Permanently | 1 |
| Until my children are fully grown | 2 |
| Until my children are in school | 3 |
| Only for a few years | 4 |
| I don't know | 5 |

**52. Do you ever plan to do any of the following?**

(Circle one number on each line.)

| | No | Yes | I don't know |
|---|---|---|---|
| Work part-time | 1 | 2 | 3 |
| Work full-time | 1 | 2 | 3 |
| Attend a vocational, technical, business, or trade school part-time | 1 | 2 | 3 |
| Attend a vocational, technical, business, or trade school full-time | 1 | 2 | 3 |
| Attend college part-time | 1 | 2 | 3 |
| Attend college full-time | 1 | 2 | 3 |

**53. Do you have definite plans to continue your schooling part-time during the year after you leave high school?**

**(Circle only one number and then follow the directions beside that number.)**

| | (Circle one.) | Directions |
|---|---|---|
| No | 1 | → *Answer question 54 below.* |
| Yes, I plan to attend a vocational, technical, trade, or business school part-time | 2 | → *Turn page and complete Section H.* |
| Yes, I plan to take a correspondence course leading to vocational certification | 3 | |
| Yes, I plan to attend college or university part-time | 4 | → *Skip to page 25 and complete Section I.* |
| Yes, I plan to take a correspondence course leading to a regular college degree | 5 | |

**54. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?**

**(Circle one number on each line.)**

| | Does not apply to me | Applies to me |
|---|---|---|
| Need to earn money to support my family | 1 | 2 |
| Need to earn money before I can pay for further schooling | 1 | 2 |
| Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for college entrance | 1 | 2 |
| Applied at one or more schools, but was not accepted | 1 | 2 |
| Lack of a school within commuting distance of my home | 1 | 2 |
| Discouraged from continuing by teachers or counselor | 1 | 2 |
| Discouraged from continuing by parents | 1 | 2 |
| My future plans do not require more schooling | 1 | 2 |
| Want to take a break, may attend school later | 1 | 2 |
| Plan to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Other | 1 | 2 |

*Now skip to page* 31 *and complete section* K.

H
START

# H SECTION For those planning to take vocational or technical courses at a trade or business school full- or part-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**55. When do you plan to start classes or begin taking courses in a vocational, technical, trade, or business school?**

| | (Circle one.) |
|---|---|
| Before June 1972 | 1 |
| June through August 1972 | 2 |
| September through December 1972 | 3 |
| In January 1973 or later | 4 |

**56. How will you enroll in the course of study you plan on taking?**

| | (Circle one.) |
|---|---|
| Regular classes full-time | 1 |
| Regular classes part-time | 2 |
| By correspondence only | 3 |
| I don't know | 4 |

**57. How long will it take you to complete the course of study you plan on?**

| | (Circle one.) |
|---|---|
| Less than six months | 1 |
| Six months to one year | 2 |
| More than a year, up to two years | 3 |
| More than two years | 4 |
| I don't know | 5 |

**58. Do you plan to work at the same time you are taking the courses?**

| | (Circle one.) |
|---|---|
| No | 1 |
| Yes, 1 to 5 hours a week | 2 |
| Yes, 6 to 10 hours a week | 3 |
| Yes, 11 to 15 hours a week | 4 |
| Yes, 16 to 20 hours a week | 5 |
| Yes, more than 20 hours a week | 6 |
| Yes, but I don't know how many hours a week | 7 |
| I don't know | 8 |

**59. Have you selected a particular school to attend after you leave high school?**

| | (Circle one.) |
|---|---|
| No | 1 |
| Yes | 2 |

**60. Do you plan to transfer to a four-year college or university once you finish your vocational training?**

| | (Circle one.) |
|---|---|
| Definitely | 1 |
| Maybe | 2 |
| Probably not | 3 |
| Definitely not | 4 |

**61. How much do you think your vocational training will cost you in the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.**

| | (Circle one.) |
|---|---|
| Less than $500 | 1 |
| $500–$749 | 2 |
| $750–$999 | 3 |
| $1,000–$1,499 | 4 |
| $1,500–$1,999 | 5 |
| $2,000–$2,499 | 6 |
| $2,500–$2,999 | 7 |
| $3,000 or more | 8 |
| I don't know | 9 |

**62. From which of the following sources do you expect to get money to pay for your vocational training?**

(Circle one number on each line.)

| | Do not expect to | Expect to |
|---|---|---|
| Parents | 1 | 2 |
| Savings or summer earnings | 1 | 2 |
| Earnings while taking the course | 1 | 2 |
| Husband or wife | 1 | 2 |
| Other relatives (not parents) | 1 | 2 |
| College Work-Study Program | 1 | 2 |
| National Defense Student Loan Program | 1 | 2 |
| Federal Guaranteed Student Loan Program | 1 | 2 |
| Other loan | 1 | 2 |
| Private scholarship or grant | 1 | 2 |
| Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension) | 1 | 2 |
| Social Security Benefits for Students Age 18-22 (for children of retired, disabled, or deceased parents) | 1 | 2 |
| Other sources | 1 | 2 |

# H
CONTINUED

**63. Do you have definite plans to work part-time during the year after you leave high school?**

**(Circle only one number and then follow the directions besides that number.)**

| | (Circle one.) | Directions |
|---|---|---|
| No | 1 | → Answer question 64. |
| Yes | 2 | → Skip to page 29 and complete Section J. |

**64. Here are some reasons others have given for not going on to a four-year college or university during the year after they leave high school. Which of these reasons apply to you?**

**(Circle one number on each line.)**

| | Does not apply to me | Applies to me |
|---|---|---|
| Need to earn money to support my family | 1 | 2 |
| Need to earn money before I can pay for further schooling | 1 | 2 |
| Cannot afford a four-year college or university education | 1 | 2 |
| Failure to find out in time about four-year college or university admission requirements, cost of attending, availability of a college in area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for four-year college or university entrance | 1 | 2 |
| Applied at one or more four-year colleges or universities, but was not accepted | 1 | 2 |
| Lack of a four-year college or university within commuting distance of my home | 1 | 2 |
| Discouraged from attending a four-year college or university by teachers or counselor | 1 | 2 |
| Discouraged from attending a four-year college or university by parents | 1 | 2 |
| Am waiting to enter armed service | 1 | 2 |
| My future plans do not require a four-year college or university education | 1 | 2 |
| Plan to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Other | 1 | 2 |

*Now skip to page* 31 *and complete section* K.

# I SECTION

## For those planning to go to a four-year college or university, junior or community college, or take college-level correspondence courses during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**65. When do you expect to begin college?**

| | (Circle one.) |
|---|---|
| Before June 1972 | 1 |
| June through August 1972 | 2 |
| September through December 1972 | 3 |
| In January 1973 or later | 4 |

**66. Have you applied for admission to any college or university?**

| | (Circle one.) |
|---|---|
| Yes, to one college | 1 |
| Yes, to two or three colleges | 2 |
| Yes, to four or more colleges | 3 |
| No, the college I'm planning to attend does not require advance application for admission | 4 |
| No, I plan to apply soon | 5 |

**67. Have you been accepted by any college or university?**

| | (Circle one.) |
|---|---|
| Yes | 1 |
| No, I have applied but have not been accepted | 2 |
| No, I have not applied to any college | 3 |

**68. How important are each of the following in choosing the college you plan to attend?**

(Circle one number on each line.)

| | Not important | Somewhat important | Very important |
|---|---|---|---|
| College expenses (tuition, books, room, and board) | 1 | 2 | 3 |
| Availability of financial aid such as a school loan, scholarship, or grant | 1 | 2 | 3 |
| Availability of specific courses or curriculums | 1 | 2 | 3 |
| Reputation of the college in academic areas | 1 | 2 | 3 |
| Reputation of the college in athletic programs | 1 | 2 | 3 |
| Friends' plans to attend the college | 1 | 2 | 3 |
| College admission standards | 1 | 2 | 3 |
| Parents attended the college | 1 | 2 | 3 |
| Advice of a counselor or teacher | 1 | 2 | 3 |
| Advice of your parents | 1 | 2 | 3 |
| Able to live at home and attend the college | 1 | 2 | 3 |
| Able to return home frequently because of nearness of the college | 1 | 2 | 3 |
| Availability of an ROTC or other officer training program | 1 | 2 | 3 |

**69. This question asks for your present choices among certain fields of study in college. Circle one number in the first column to indicate your first choice and one in the second column to indicate your second choice. If the exact field of study is not listed, pick the most similar one.**

**(Be sure to circle only one number in each column from the entire list of fields.)**

| | (Circle one.) First choice | (Circle one.) Second choice |
|---|---|---|
| Agriculture (for example, agricultural economics, agronomy, forestry, and soils) | 01 | 01 |
| Architecture | 02 | 02 |
| Art (for example, art appreciation, design, drawing, and sculpting) | 03 | 03 |
| Biological sciences (for example, botany, ecology, predentistry, premedicine, and zoology) | 04 | 04 |
| Black studies, Mexican-American studies, or other ethnic studies | 05 | 05 |
| Business (for example, accounting, business administration, industrial management, marketing, and finance) | 06 | 06 |
| Computer and information sciences (for example, programming and systems analysis) | 07 | 07 |
| Education (for example, business education, elementary education, and physical education) | 08 | 08 |
| Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering) | 09 | 09 |
| English (for example, creative writing, linguistics, literature, and speech and drama) | 10 | 10 |
| Foreign languages (for example, French, German, Italian, Latin, and Spanish) | 11 | 11 |
| Health-related careers (for example, nursing, medical technology, and x-ray technology) | 12 | 12 |
| Home economics (for example, dietetics, family and child development, nutrition, and textiles and clothing) | 13 | 13 |
| Interdisciplinary studies | 14 | 14 |
| Journalism (for example, communications and radio and television) | 15 | 15 |
| Mathematics (for example, calculus and statistics) | 16 | 16 |
| Music (for example, music appreciation and composition) | 17 | 17 |
| Philosophy or religion (for example, ethics, logic, and theology) | 18 | 18 |
| Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics) | 19 | 19 |
| Social sciences (for example, anthropology, economics, government, history, political science, prelaw, psychology, social work, sociology, and urban affairs) | 20 | 20 |
| Vocational or technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair) | 21 | 21 |

**70. Which of the following best describes the college at which you plan to study?**

| | (Circle one.) |
|---|---|
| A two-year college (junior college, technical institute, vocational school, or community college) | 1 |
| A four-year college or university | 2 |
| Have not decided yet | 3 |

**71. How will you enroll in the course of study you plan on taking?**

| | (Circle one.) |
|---|---|
| Regular classes full-time | 1 |
| Regular classes part-time | 2 |
| By correspondence only | 3 |
| I don't know | 4 |

**72. Do you plan to transfer to a four-year college or university after junior or two-year college?**

| | (Circle one.) |
|---|---|
| No, I plan to attend or take courses at a four-year college after high school | 1 |
| Yes, I definitely plan to transfer | 2 |
| I have tentative plans to transfer | 3 |
| I am undecided about transferring | 4 |
| I probably won't transfer | 5 |
| I definitely won't transfer | 6 |

**73. How much do you think it will cost you to attend college or take courses during the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.**

| | (Circle one.) |
|---|---|
| Less than $500 | 01 |
| $500–$749 | 02 |
| $750–$999 | 03 |
| $1,000–$1,499 | 04 |
| $1,500–$1,999 | 05 |
| $2,000–$2,499 | 06 |
| $2,500–$2,999 | 07 |
| $3,000–$3,499 | 08 |
| $3,500–$4,499 | 09 |
| $4,500 or more | 10 |
| I don't know | 11 |

**I**

**CONTINUED**

**74. From which of the following sources do you expect to get money to pay for your college education?**

(Circle one number on each line.)

| | Do not expect to | Expect to |
|---|---|---|
| Parents | 1 | 2 |
| Savings or summer earnings | 1 | 2 |
| Earnings while taking the course | 1 | 2 |
| Husband or wife | 1 | 2 |
| Other relatives (not parents) | 1 | 2 |
| College Work-Study Program | 1 | 2 |
| National Defense Student Loan Program | 1 | 2 |
| Educational Opportunity Grant Program | 1 | 2 |
| Federal Guaranteed Student Loan Program | 1 | 2 |
| Other loan | 1 | 2 |
| Private scholarship or grant | 1 | 2 |
| Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension) | 1 | 2 |
| Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents) | 1 | 2 |
| Other sources | 1 | 2 |

**75. Do you plan to work at the same time you are taking the courses?**

| | (Circle one.) |
|---|---|
| No | 1 |
| Yes, 1 to 5 hours a week | 2 |
| Yes, 6 to 10 hours a week | 3 |
| Yes, 11 to 15 hours a week | 4 |
| Yes, 16 to 20 hours a week | 5 |
| Yes, more than 20 hours a week | 6 |
| Yes, but I don't know how many hours a week | 7 |
| I don't know | 8 |

**76. Which of the following best describes your plans about participating in an officer training program, such as ROTC, while you are in college?**

| | (Circle one.) |
|---|---|
| Would not under any circumstances take ROTC or a similar program | 1 |
| Would give some consideration to taking ROTC or a similar program | 2 |
| Willing to take ROTC or similar program | 3 |
| Definitely plan to take ROTC or similar program | 4 |
| Don't really know | 5 |

*Now skip to page* 31 *and complete section* K.

# J SECTION For those planning to work part-time during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**77. When do you plan to begin working part-time?**

| | (Circle one.) |
|---|---|
| Before June 1972 | 1 |
| June through August 1972 | 2 |
| September through December 1972 | 3 |
| In January 1973 or later | 4 |

**78. Do you have a definite job lined up after you leave high school?**

| | (Circle one.) |
|---|---|
| Yes, I'll continue in a job that I have now | 1 |
| Yes, I have a new job lined up | 2 |
| No, but I've inquired at employment agencies or potential employers, looked in the newspaper, etc. | 3 |
| No, I haven't done anything yet to get a job | 4 |

**79. Is the work in the part-time job you plan to get after high school the kind of work you think you will be doing for most of your life?**

| | (Circle one.) |
|---|---|
| Yes | 1 |
| Yes, if I like the work | 2 |
| Yes, if I succeed | 3 |
| No, I expect to become a homemaker | 4 |
| No, I expect to get further education so I can enter a different occupation | 5 |
| No, I expect to go into military service | 6 |
| No, I expect to change to a different type of work | 7 |
| No, some other reason | 8 |

**80. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?**

**(Circle one number on each line.)**

| | Does not apply to me | Applies to me |
|---|---|---|
| Need to earn money to support my family | 1 | 2 |
| Need to earn money before I can pay for further schooling | 1 | 2 |
| Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for college entrance | 1 | 2 |
| Applied to one or more schools, but was not accepted | 1 | 2 |
| Lack of a school within commuting distance of my home | 1 | 2 |
| Discouraged from continuing by teachers or counselor | 1 | 2 |
| Discouraged from continuing by parents | 1 | 2 |
| Am waiting to enter armed service | 1 | 2 |
| My future plans do not require more schooling | 1 | 2 |
| Want to take a break, may attend school later | 1 | 2 |
| Plan to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Other | 1 | 2 |

*Now complete section* **K.**

# K SECTION For everyone . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

**81. If there were no obstacles, what would you most like to be doing during the year after you leave high school?**

| | (Circle one.) |
|---|---|
| Working full-time | 01 |
| Entering an apprenticeship or on-the-job training program | 02 |
| Going into regular military service or to a service academy | 03 |
| Being a full-time homemaker | 04 |
| Attending a vocational, technical, trade, or business school | 05 |
| Taking *academic courses* at a junior or community college | 06 |
| Taking *technical or vocational subjects* at a junior or community college | 07 |
| Attending a four-year college or university | 08 |
| Working part-time | 09 |
| Other (travel, take a break, no plans) | 10 |

**82. Are you a veteran of the U. S. armed services?**

| | (Circle one.) |
|---|---|
| No | 1 |
| Yes | 2 |

**83. Do you have a physical condition that limits the kind or amount of work you can do on a job?**

| | (Circle one.) |
|---|---|
| No | 1 |
| Yes | 2 |

**84. How do you describe yourself?**

| | (Circle one.) |
|---|---|
| American Indian | 1 |
| Black or Afro-American or Negro | 2 |
| Mexican-American or Chicano | 3 |
| Puerto Rican | 4 |
| Other Latin-American origin | 5 |
| Oriental or Asian-American | 6 |
| White or Caucasian | 7 |
| Other | 8 |

# K
CONTINUED

**85. How many of your brothers and sisters and other persons are dependent on your parents or guardian for financial support?**

(Circle one number in each column.)

| | Brothers and sisters | Other persons |
|---|---|---|
| None | 0 | 0 |
| One | 1 | 1 |
| Two | 2 | 2 |
| Three | 3 | 3 |
| Four | 4 | 4 |
| Five | 5 | 5 |
| Six or more | 6 | 6 |

**86. How many persons other than yourself are dependent on you for financial support?**

| | (Circle one.) |
|---|---|
| None | 0 |
| One | 1 |
| Two or more | 2 |

**87. How many of your brothers or sisters will be in college next fall?**

| | (Circle one.) |
|---|---|
| None | 0 |
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four or more | 4 |

**88. Is English the language spoken most often in your home?**

| | (Circle one.) |
|---|---|
| No | 1 |
| Yes | 2 |

**89. How long have you lived in the community in which you now live?**

| | (Circle one.) |
|---|---|
| All my life | 1 |
| Ten or more years | 2 |
| Five to ten years | 3 |
| Three to four years | 4 |
| One to two years | 5 |
| Less than one year | 6 |

**90. What was the highest educational level each of the following persons completed? If you are not sure, please give your best guess.**

(Circle one number in each column.)

| | Father or male guardian | Mother or female guardian | Oldest brother or sister |
|---|---|---|---|
| Doesn't apply | 1 | 1 | 1 |
| Did not complete high (secondary) school | 2 | 2 | 2 |
| Finished high school or equivalent | 3 | 3 | 3 |
| Adult education program | 4 | 4 | 4 |
| Business or trade school | 5 | 5 | 5 |
| Some college | 6 | 6 | 6 |
| Finished college (four years) | 7 | 7 | 7 |
| Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree | 8 | 8 | 8 |
| Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.) | 9 | 9 | 9 |

**91. As far as you know, how much schooling do your father and mother (or guardian) want you to get?**

(Circle one number in each column.)

| | Father or male guardian | Mother or female guardian |
|---|---|---|
| Wants me to quit high school without graduating | 1 | 1 |
| Wants me to graduate from high school and stop there | 2 | 2 |
| Wants me to graduate from high school and then go to a vocational, technical, trade, or business school | 3 | 3 |
| Wants me to go to a two-year or junior college | 4 | 4 |
| Wants me to go to a four-year college or university | 5 | 5 |
| Wants me to go to a graduate or professional school after graduating from four-year college or university | 6 | 6 |
| I don't know | 7 | 7 |

**92. What religion were you brought up in?**

(Circle one.)

| | |
|---|---|
| Protestant | 1 |
| Roman Catholic | 2 |
| Other Christian | 3 |
| Jewish | 4 |
| Other (for example, Eastern religions) | 5 |
| None | 6 |

**93. What is the approximate income before taxes of your parents (or guardian)? Include taxable and non-taxable income from all sources.**

| | (Circle one.) |
|---|---|
| Less than $3,000 a year (about $60 a week or less) | 01 |
| Between $3,000 and $5,999 a year (from $60 to $119 a week) | 02 |
| Between $6,000 and $7,499 a year (from $120 to $149 a week) | 03 |
| Between $7,500 and $8,999 a year (from $150 to $179 a week) | 04 |
| Between $9,000 and $10,499 a year (from $180 to $209 a week) | 05 |
| Between $10,500 and $11,999 a year (from $210 to $239 a week) | 06 |
| Between $12,000 and $13,499 a year (from $240 to $269 a week) | 07 |
| Between $13,500 and $14,999 a year (from $270 to $299 a week) | 08 |
| Between $15,000 and $18,000 a year (from $300 to $359 a week) | 09 |
| Over $18,000 a year (about $360 a week or more) | 10 |

**94. Which of the following do you have in your home?**

(Circle one number on each line.)

| | Have | Do not have |
|---|---|---|
| A specific place for study | 1 | 2 |
| Daily newspaper | 1 | 2 |
| Dictionary | 1 | 2 |
| Encyclopedia or other reference books | 1 | 2 |
| Magazines | 1 | 2 |
| Record player | 1 | 2 |
| Tape recorder or cassette player | 1 | 2 |
| Color television | 1 | 2 |
| Typewriter | 1 | 2 |
| Electric dishwasher | 1 | 2 |
| Two or more cars or trucks that run | 1 | 2 |

**95. Which best describes the location of the place in which you live?**

| | (Circle one.) |
|---|---|
| In a rural or farming community | 1 |
| In a small city or town of fewer than 50,000 people that is not a suburb of a larger place | 2 |
| In a medium-sized city (50,000-100,000 people) | 3 |
| In a suburb of a medium-sized city | 4 |
| In a large city (100,000-500,000 people) | 5 |
| In a suburb of a large city | 6 |
| In a very large city (over 500,000 people) | 7 |
| In a suburb of a very large city | 8 |

**96. What kind of work do YOU plan to go into? (Print the kind of work on the line below.)**

________________________________________

**(for example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)**

**97. What kind of work does your FATHER or MALE GUARDIAN usually do? (Print his usual work on the line below.)**

________________________________________

**(for example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)**

**98. What are his most important activities or duties in this work? (Print his duties on the line below.)**

________________________________________

**(for example: Types, keeps account books, files, sells cars, operates printing press, cleans buildings, finishes concrete)**

**99. What is his job title? (Print his title on the line below.)**

________________________________________

**100. What kind of business or industry is he in? (Print the name of the industry on the line below.)**

________________________________________

**(for example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)**

**101. What kind of work does your MOTHER or FEMALE GUARDIAN usually do? (Print her usual work on the line below.)**

________________________________________

**(for example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)**

**102. What are her most important job duties in this work? (Print her duties on the line below.)**

________________________________________

**(for example: Types, keeps account books, files, sells cars, operates printing press, cleans buildings)**

**103. What is her job title? (Print title on the line below.)**

________________________________________

**104. What kind of business or industry is she in? (Print name of industry on the line below.)**

________________________________________

**(for example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)**

**The research staff would like to get in touch with you again next year to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on the next page. This information will be kept in strict confidence and will only be used for future survey purposes.** →

**105. Please PRINT the names and addresses of two people who will always know where to get in touch with you.**

**Person Number One:**

Name

Address

City State Zip

**Person Number Two:**

Name

Address

City State Zip

**106. Do you have a driver's license (automobile operator's or chauffeur's license)? If you do, please PRINT the state in which it was issued and the identification number.**

Issuing State (abbreviate) Identification Number

**107. If you plan to go on for further schooling, please PRINT the name and location of the school you think you will go to below.**

Name of School

Address

City State Zip

FORM UEE

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

# Student Test Book

OE FORM NO. 2348-5, 2-72 COPYRIGHT © 1962, 1963, 1967, 1968, 1969, 1970 BY EDUCATIONAL TESTING SERVICE. ALL RIGHTS RESERVED.

The NLS test battery includes items from ETS tests which are in current use.

To maintain the security of these tests only sample questions from each section have been included here.

Qualified researchers may write for a copy of the complete test booklet to:

Dr. Thomas L. Hilton
Educational Testing Service
Princeton, New Jersey 08540

## GENERAL DIRECTIONS

This test has six sections. Some sections have more than one part. During the time allowed for each section or part, you are to work only on it. The time limit for each section or separately timed part is printed at the beginning of each section or part, and the supervisor will tell you when to begin and when to stop. If you finish a section or part before time is called, go back and check your work on that section or part only.

Your score on each section will be the number of correct answers minus a percentage of the number of incorrect answers. Therefore, it will not be to your advantage to guess unless you are able to eliminate one or more of the answer choices.

Mark all of your answers on the separate answer sheet, as no credit will be given for anything written in the test book. Make your marks on the answer sheet heavy and black, as in the examples below.

Sample Answers

■ B C D E

A B C ■ E

Be sure that the entire box is blackened.

If you wish to change an answer, erase your first mark completely.

### CONTENTS OF TEST BOOK

| | | |
|---|---|---|
| Section 1 | Vocabulary | 5 minutes |
| Section 2 | Picture-Number<br>(Two parts of 5 minutes each) | 10 minutes |
| Section 3 | Reading | 15 minutes |
| Section 4 | Letter Groups | 15 minutes |
| Section 5 | Mathematics | 15 minutes |
| Section 6 | Mosaic Comparisons<br>(Three parts of 3 minutes each) | 9 minutes |
| Total | | 69 minutes |

## SECTION 1

## VOCABULARY

Time—5 minutes

Directions: Each of the questions below consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to that of the word in capital letters.

Sample Question

CHILLY:

(A) lazy
(B) nice
(C) dry
(D) cold
(E) sunny

Sample Answer

[A] [B] [C] ■ [E]

n order to find the correct answer you look at the word chilly and then look for a word below it that has the same or almost the same meaning. When you do this, you see that cold is the answer because cold is closest in meaning to the word chilly.

(This section of the test contained
15 items similar to the sample above.)

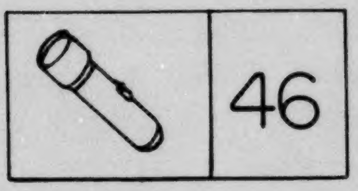
STOP

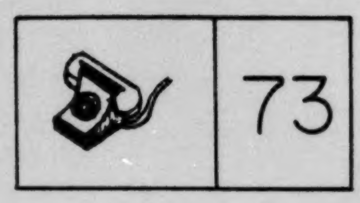
IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE BOOK.

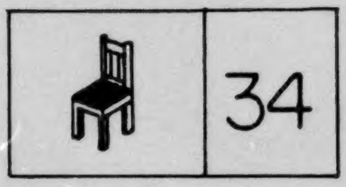
## SECTION 2

## PICTURE—NUMBER

Directions: This is a test of your ability to remember picture-number combinations. The section has two parts. In each part you will study a page of fifteen pictures with numbers. On a study page the picture-number pairs will look like this:



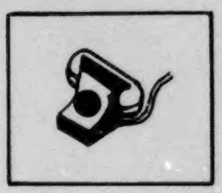




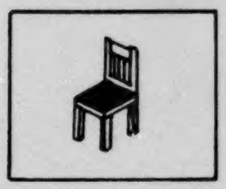
After studying the page showing both pictures and numbers, you will be told to turn to a page showing the pictures in a different order.

Examples:

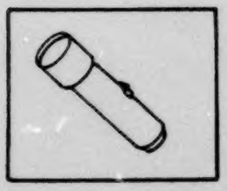
1.



2.



3.



On your answer sheet there are ten boxes with numbers above them for each question. One of the numbers will be the number that goes with the picture. You are to blacken the box with that number above it.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 12 | 24 | 31 | 44 | 51 | 57 | 65 | 73 | 77 | 92 |
| Examples: 1. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ■ | ☐ | ☐ |
| | 15 | 27 | 34 | 41 | 46 | 55 | 62 | 75 | 82 | 89 |
| 2. | ☐ | ☐ | ■ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | 13 | 19 | 28 | 34 | 46 | 58 | 62 | 67 | 73 | 97 |
| 3. | ☐ | ☐ | ☐ | ☐ | ■ | ☐ | ☐ | ☐ | ☐ | ☐ |

The number that goes with the picture of a telephone is 73, so for example 1 you would blacken the box with 73 above it. For example 2 you would blacken the box with 34 above it. For example 3 you would blacken the box with 46 above it.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

## SECTION 3
## READING
Time—15 minutes

Directions: Each passage is followed by questions based on its content. After reading a passage, choose the best answer to each question and blacken the corresponding space on the answer sheet. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Despite its problems, black television programing is at last a reality. However, stations broadcasting black programs usually are not supported by advertising. They operate on grants from such corporations as the Ford Foundation, which gives $5 million a year for new programing. The programs may vary from talk shows to variety shows, such as New York's Soul, to cultural workshops, such as Boston's On Being Black. Chicago has an all-black nightly news show and Charleston features a show with information on job opportunities. Black television is a good thing because it provides professional experience for young actors and technicians (for the production of a television show is largely technical), a showcase for black talent, and an opportunity for white audiences to learn more about themselves as they learn more about the black man.

1. The passage states that black television usually gets money for its operation from
   (A) advertising
   (B) individual donations
   (C) the government
   (D) grants
   (E) collections from audiences

2. The author implies that the production of any television program depends mainly on the skill of the
   (A) actors (B) writers (C) announcers
   (D) newscasters (E) technicians

3. The author's feelings about black television programing can best be described as
   (A) doubtful (B) respectful (C) sorrowful
   (D) surprised (E) scornful

4. Which of the following does the author list among the benefits of black television?
   I. Providing experience for young actors
   II. Giving white audiences a chance to learn more about themselves
   III. Giving black people a chance to meet white people
   (A) I only (B) II only (C) I and II only
   (D) I and III only (E) I, II, and III

5. Which of the following best describes the author's feelings about black television compared to white television?
   (A) It has had hardships and still faces problems but is on the way to becoming as well established as white television.
   (B) It is no different from white television in most respects and has adopted the standards of white television.
   (C) It is technically better organized and more smoothly run than white television.
   (D) It is more expensive than white television and has higher standards in the quality of its programs.
   (E) It has a large audience and can afford to pay higher wages than are paid to white television technicians and performers.

GO ON TO THE NEXT PAGE.

(This section of the test contained
5 reading passages with accompanying
questions similar to the item above.)

## SECTION 4

## LETTER GROUPS

Directions: Each question in this section consists of five groups of letters with four letters in each group. Four of the groups have a characteristic in common which the fifth group does not have. Decide which group is different, and blacken the space on the answer sheet that corresponds to the position (A, B, C, D, or E) of your choice.

Note: The common characteristic will not be based on the sounds of groups of letters, the shapes of letters, or whether letter combinations form words or parts of words.

Sample Questions

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1. | NOPQ | DEFL | ABCD | HIJK | UVWX |
| 2. | NLIK | PLIK | QLIK | THIK | VLIK |

Sample Answers

1. A ■ C D E
2. A B C ■ E

In sample question 1, the letters in four of the groups are in consecutive alphabetical order, but group DEFL in column B is not; so space B has been marked in the sample answers. In sample question 2, four of the groups contain the letter L. Letter group THIK in column D is the group that is different, so space D has been marked in the sample answers.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section of the test contained
25 questions similar to the samples
above.)

## SECTION 5

## MATHEMATICS

Directions: Each problem in this section consists of two quantities, one placed in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

A if the quantity in Column A is greater;
B if the quantity in Column B is greater;
C if the two quantities are equal;
D if the size relationship cannot be determined from the information given.

| | Sample Questions | | Sample Answers |
|---|---|---|---|
| | Column A | Column B | |
| Example 1. | 20 per cent of 10 | 10 per cent of 20 | 1. [A] [B] ■ [D] |
| Example 2. | 6 × 6 | 12 + 12 | 2. ■ [B] [C] [D] |

Answer C is marked in Example 1 since the quantity in Column A is equal to the quantity in Column B. Answer A is marked for Example 2 since the quantity in Column A is greater than the quantity in Column B.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section contained 25 problems
following the format described above.)

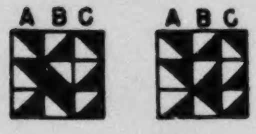
## SECTION 6

## MOSAIC COMPARISONS

Directions: This test consists of pairs of mosaics, that is, patterns of squares like those found on tiled floors or walls. Each mosaic is made up of a number of partially shaded squares. The mosaics in each pair are identical except for one square which differs in shading. The vertical columns of both mosaics are labeled A to C, A to D, or A to E according to the number of columns in the mosaic. Your task will be to locate, for each pair of mosaics, the column that contains the single square which is shaded differently. Then mark the space on your separate answer sheet that corresponds to the letter at the head of that column.

Sample Question

1.



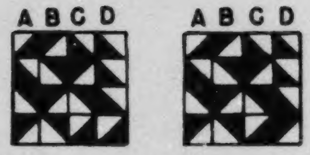
Sample Answer

1. [A] ■ [C]

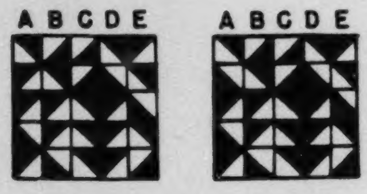
In sample question 1, the right-hand and left-hand mosaics are identical except for the center square of column B, so answer space B is blackened in the sample answer.

Sample Questions

2.



3.



Sample Answers

2. [A] [B] [C] ■

3. ■ [B] [C] [D] [E]

In sample question 2, the bottom square in column D is the one that is different, so answer space D is blackened in the sample answers. In sample question 3, the second square in column A is the one that is different, so answer space A is blackened in the sample answers.

There are three parts to this test. All the mosaics in a single part are the same size. During the three minutes allowed for each part, you are to work on that part only. Do not move ahead to the next part until you are told to do so. Remember only one square is different for each pair of mosaics.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section contained 116 mosaic comparisons, divided into 3 parts as follows:

Part 1 - 56 mosaics
Part 2 - 33 mosaics
Part 3 - 27 mosaics
116 mosaics

O.M.B. No. 51-S-72011
APPROVAL EXPIRES 1-31-73

# School Questionnaire

'72

SCHOOL CODE ☐☐☐☐

SCHOOL NAME ______________________ LOCATION ______________________

## NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Conducted by
Educational Testing Service, Princeton, New Jersey for the
UNITED STATES OFFICE OF EDUCATION
Spring 1972

OE FORM 2348-1, 2/72

# A

## SECTION Program and student information...

**1. Which of the following best describes the structure of your high school?**

**(Circle one.)**

Grades 9–12 .......................................... 1
Grades 10–12 ........................................ 2
Grades 11–12 ........................................ 3
Other (Describe: ____________________________) ...... 4

**2. What was the total enrollment in your high school and in each grade as of April 1 (or nearest date for which data are available) in each of the following years?**

| **Grade:** | **9** | **10** | **11** | **12** | **Total** |
|---|---|---|---|---|---|
| 1967–1968 enrollment: | | | | | |
| 1969–1970 enrollment: | | | | | |
| 1971–1972 enrollment: | | | | | |

**3. During the same years, approximately what percentage of the students were in each of the following curricula?**

| | **Percentage of 1967-68 enrollment** | **Percentage of 1969-70 enrollment** | **Percentage of 1971-72 enrollment** |
|---|---|---|---|
| General | _______% | _______% | _______% |
| Academic or college preparatory | _______% | _______% | _______% |
| Vocational-Technical: | | | |
| Agriculture | _______% | _______% | _______% |
| Business or commercial | _______% | _______% | _______% |
| Distributive education | _______% | _______% | _______% |
| Health occupations | _______% | _______% | _______% |
| Home economics | _______% | _______% | _______% |
| Trade or industrial occupations | _______% | _______% | _______% |
| Other (Describe: ____________________) | _______% | _______% | _______% |

*Entries should total 100%.*

**4. About what percentage of students have moved from one curriculum to another since September 1971?**

| | (Circle one.) |
|---|---|
| Only one curriculum in this school | 01 |
| None | 02 |
| 1–4% | 03 |
| 5–9% | 04 |
| 10–14% | 05 |
| 15–19% | 06 |
| 20–39% | 07 |
| 40–59% | 08 |
| 60% or more | 09 |
| Don't know | 10 |

**5. How many weeks are in your school year?**

**6. How many minutes long are your standard class periods?**

**7. Does your school classify students as handicapped?**

| | (Circle as many numbers as apply.) | Directions |
|---|---|---|
| No | 1 | → *Skip to question 10.* |
| Do not know | 2 | |
| Yes, by standard tests for evaluating specific handicaps | 3 | → *Proceed to question 8.* |
| Yes, by federal guidelines | 4 | |
| Yes, by state guidelines | 5 | |
| Yes, according to judgments and observations of school counselors and teachers | 6 | |

**8. How many students in your high school are classified as handicapped?**

**9. How does your school accommodate the following types of handicapped students?**

**(Circle one number for each type of handicapped student in your school.)**

| Type of handicap | Attend regular classes | Attend some special classes | Attend all special classes |
|---|---|---|---|
| Multiple handicapped | 1 | 2 | 3 |
| Trainable mentally retarded | 1 | 2 | 3 |
| Educable mentally retarded | 1 | 2 | 3 |
| Hard of hearing | 1 | 2 | 3 |
| Deaf | 1 | 2 | 3 |
| Deaf-blind | 1 | 2 | 3 |
| Speech impaired | 1 | 2 | 3 |
| Vision impaired | 1 | 2 | 3 |
| Emotionally disturbed | 1 | 2 | 3 |
| Crippled | 1 | 2 | 3 |
| Other health impaired | 1 | 2 | 3 |

**10. Does your school classify students as disadvantaged?**

| | (Circle as many numbers as apply.) | Directions |
|---|---|---|
| No | 1 | → *Skip to question 12.* |
| Do not know | 2 | |
| Yes, by federal guidelines | 3 | → *Proceed to question 11.* |
| Yes, by state guidelines | 4 | |
| Yes, by other means | 5 | |

**11. How many students in your high school are classified as disadvantaged?** ☐

**12. Indicate the number of students currently enrolled in your regular vocational program who are receiving the following additional services designed to enable them to succeed.**

| Special Additional Services | Handicapped only | Disadvantaged only | Handicapped and disadvantaged | |
|---|---|---|---|---|
| Readers or interpreters for bilingual, deaf, or blind students | | | | (1) |
| Extra vocational instructors or aides | | | | (2) |
| Basic education teachers | | | | (3) |
| Special instructional materials, aids | | | | (4) |
| Testing and diagnosis | | | | (5) |
| Schedule modification | | | | (6) |
| Facilities (such as elevators, ramps, rooms) | | | | (7) |
| Equipment modification | | | | (8) |
| Arrangements for professional aid or services outside of school | | | | (9) |
| Guidance and counseling | | | | (10) |
| Job placement and follow-up | | | | (11) |

**13. Does your school group or track high school students according to ability or achievement?**

| | (Circle one.) | Directions |
|---|---|---|
| Yes, for all students | 1 | → *Proceed to question 14.* |
| Yes, but for highest achieving students only | 2 | |
| Yes, but for lowest achieving students only | 3 | |
| No | 4 | → *Skip to question 16.* |

**14. Is ability or achievement grouping used at all high school grade levels?**

| | (Circle one.) |
|---|---|
| Yes, at all grade levels | 1 |
| No, only at certain grade levels | 2 |

**15. Is ability or achievement grouping used in all high school subject-matter areas?**

| | **(Circle one.)** |
|---|---|
| Yes, in all subject-matter areas | 1 |
| No, only in certain subject-matter areas | 2 |

**16. What is the approximate average daily percentage attendance in your high school?**

| | **(Circle one.)** |
|---|---|
| Over 95% | 1 |
| 90–95% | 2 |
| 85–89% | 3 |
| 80–84% | 4 |
| 75–79% | 5 |
| 70–74% | 6 |
| 69% or lower | 7 |

**17. What is the approximate percentage of boys and girls who enter the 10th grade but drop out before graduation? (Do not include students who transfer to another school.)**

**(Circle one in each column.)**

| | **Boys who drop out** | **Girls who drop out** |
|---|---|---|
| School does not have 10th grade | 01 | 01 |
| 0–4% | 02 | 02 |
| 5–9% | 03 | 03 |
| 10–14% | 04 | 04 |
| 15–19% | 05 | 05 |
| 20–29% | 06 | 06 |
| 30–39% | 07 | 07 |
| 40–49% | 08 | 08 |
| 50% or more | 09 | 09 |
| Don't know | 10 | 10 |

**18. Approximately what percentages of current students and current faculty are members of the following ethnic groups?**

| | **Student component** | **Faculty component** | |
|---|---|---|---|
| American Indian | ______% | ______% | (1) |
| Black or Afro-American or Negro | ______% | ______% | (2) |
| Mexican-American or Chicano | ______% | ______% | (3) |
| Puerto Rican | ______% | ______% | (4) |
| Other Latin American origin | ______% | ______% | (5) |
| Oriental or Asian-American | ______% | ______% | (6) |
| White or Caucasian | ______% | ______% | (7) |
| Other | ______% | ______% | (8) |

*Entries should total 100%.*

**19. When did each of the following ethnic groups first enter this school?**

(Circle one number on each line.)

|  | This year | Within last 2 years | 3 to 5 years ago | 6 to 10 years ago | Over 10 years ago | Has always included this group | No students in this group |
|---|---|---|---|---|---|---|---|
| American Indian | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Black or Afro-American or Negro | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Mexican-American or Chicano | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Puerto Rican | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Other Latin-American origin | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Oriental or Asian-American | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| White or Caucasian | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Other | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**20. Approximately what percentage of the students are children of:**

Professional and managerial personnel.................. _______%

Sales, clerical, technical, or skilled workers........... _______%

Factory or other blue collar workers..................... _______%

Farm workers.............................................. _______%

Other persons............................................. _______%

*Entries should total 100%.*

**21. What was the total number of students graduated from the 12th grade in the 1970-71 school year?**.................. ☐

**22. To the best of your knowledge, about what percentage of the entire 1970-71 graduating class is now enrolled in a regular two-year or four-year college?**

|  | (Circle one.) |
|---|---|
| None | 00 |
| 1–9% | 01 |
| 10–19% | 02 |
| 20–29% | 03 |
| 30–39% | 04 |
| 40–49% | 05 |
| 50–59% | 06 |
| 60–69% | 07 |
| 70–79% | 08 |
| 80–89% | 09 |
| 90–99% | 10 |
| All | 11 |

**23. To the best of your knowledge, about what percentage of the 1970-71 graduating class went on to post-secondary education or training of some kind OTHER THAN A JUNIOR COLLEGE OR FOUR-YEAR COLLEGE (for example, beauty school, vocational-technical school, or business school)? Do not include military service.**

| | **(Circle one.)** |
|---|---|
| None | 00 |
| 1–9% | 01 |
| 10–19% | 02 |
| 20–29% | 03 |
| 30–39% | 04 |
| 40–49% | 05 |
| 50–59% | 06 |
| 60–69% | 07 |
| 70–79% | 08 |
| 80–89% | 09 |
| 90–99% | 10 |
| All | 11 |

**24. Approximately how many colleges sent a representative to talk with interested students in this high school during the 1971-72 school year?**

| | **(Circle one.)** |
|---|---|
| None | 0 |
| 1 or 2 | 1 |
| 3–5 | 2 |
| 6–10 | 3 |
| 11–20 | 4 |
| 21 or more | 5 |

**25. Do students in this school have an opportunity to obtain advanced placement or credit in college?**

**(Circle one number on each line.)**

| | **Yes** | **No** |
|---|---|---|
| School offers one or more courses of the College Board Advanced Placement Program | 1 | 2 |
| School offers own advanced courses | 1 | 2 |
| School offers no special courses but individual students may qualify through Advanced Placement Examinations | 1 | 2 |
| Students may take college courses while attending high school | 1 | 2 |

# B
## SECTION Resources...

**26. Please indicate whether or not this high school participates in each of the following federally assisted or financed programs.**

(Circle one number on each line.)

| | School participates | School does not participate |
|---|---|---|
| Upward Bound | 1 | 2 |
| Neighborhood Youth Corps Program | 1 | 2 |
| Elementary and Secondary Education Act: | | |
| Title I (education of children from low-income families) | 1 | 2 |
| Title III (supplementary education centers and services) | 1 | 2 |
| Title VI (education of the handicapped) | 1 | 2 |
| Title VI (bilingual education programs) | 1 | 2 |
| Title VIII (general provisions) | 1 | 2 |
| Vocational Education Act of 1963 as amended: | | |
| Title I, Part B (State Vocational Education Programs, including regular Cooperative Education Programs) | 1 | 2 |
| Title I, Part D (Exemplary Programs and Projects) | 1 | 2 |
| Title I, Part F (Consumer and Homemaking Education) | 1 | 2 |
| Title I, Part G (Cooperative Vocational Education Programs) | 1 | 2 |
| Title I, Part H (Work-Study Programs for Vocational Education Students) | 1 | 2 |

[*In your answers to questions 27 through 30, please be sure to include ONLY the teachers of the grades you indicated in question 1 to describe the structure of your high school.*]

**27. How many high school classroom teachers are on the teaching staff this school year, not counting librarians, counselors, and administrative personnel? (Count part-time teachers according to full-time equivalents; for example, two half-time teachers would count as one full-time teacher.)** ☐

**28. What percentage of the full-time high school teachers in this school at the end of the 1970-71 school year have since left for reasons other than death or retirement?**

(Circle one.)

| | |
|---|---|
| Less than 5% | 1 |
| 5–9% | 2 |
| 10–14% | 3 |
| 15–19% | 4 |
| 20–29% | 5 |
| 30–49% | 6 |
| 50% or more | 7 |

**29. About what percentage of the full-time high school teachers are men?**

| | (Circle one.) |
|---|---|
| Less than 10% | 1 |
| 10–29% | 2 |
| 30–49% | 3 |
| 50–69% | 4 |
| 70–89% | 5 |
| 90% or more | 6 |

**30. About what percentage of the full-time high school teachers have master's or doctor's degrees?**

| | (Circle one.) |
|---|---|
| Less than 10% | 1 |
| 10–29% | 2 |
| 30–49% | 3 |
| 50–69% | 4 |
| 70–89% | 5 |
| 90% or more | 6 |

**31. How many full-time counselors are there in this high school? (Please include only the counselors serving the grades indicated in question 1.)**

| | (Circle one.) |
|---|---|
| None | 0 |
| One, less than full-time | 1 |
| One, full-time | 2 |
| Two | 3 |
| Three | 4 |
| Four | 5 |
| Five | 6 |
| Six | 7 |
| Seven or more | 8 |

**32. Did the school give interest inventories to most of the present senior class at some time during the last three years?**

| | (Circle one.) |
|---|---|
| Yes | 1 |
| No | 2 |

**33. What provisions are there for giving students with mental-health problems professional assistance?**

(Circle one number on each line.)

| | Is provided | Is not provided |
|---|---|---|
| A psychologist or psychiatrist (full-time) | 1 | 2 |
| A psychologist or psychiatrist (part-time) | 1 | 2 |
| A guidance counselor trained in psychological counseling | 1 | 2 |
| A referral arrangement with a mental-health clinic | 1 | 2 |
| Other (Specify:____________________) | 1 | 2 |

**34. What is the approximate number of catalogued volumes in the school library?**

| | (Circle one.) |
|---|---|
| No library | 1 |
| Less than 2,500 | 2 |
| 2,500–4,999 | 3 |
| 5,000–7,499 | 4 |
| 7,500–9,999 | 5 |
| 10,000–14,999 | 6 |
| 15,000 or more | 7 |

**35. At what times do students at this school have access to the school library?**

(Circle one number on each line.)

| | Have access | Do not have access |
|---|---|---|
| During regular school hours | 1 | 2 |
| During lunch periods | 1 | 2 |
| Before school hours—morning | 1 | 2 |
| After school hours—afternoon | 1 | 2 |
| After school hours—night | 1 | 2 |
| Weekends | 1 | 2 |

**36. How many class hours per week does the average student have in his schedule for optional or required use of the library facilities?**

| | (Circle one.) |
|---|---|
| None | 0 |
| Less than one hour | 1 |
| One hour | 2 |
| Two hours | 3 |
| Three hours | 4 |
| Four hours | 5 |
| Five hours | 6 |
| Six hours or more | 7 |

**37. Does the school have specialized laboratory or shop facilities or student learning stations other than lecture halls or classrooms. There are two parts to this question. Answer Part II only for those subjects in which instruction is offered.**

**(Circle one number on each line.)**

| | PART I<br>Is a course offered in the subject? If "Yes," answer Part II. | | PART II<br>Are specialized lab or shop facilities or learning stations available? | |
|---|---|---|---|---|
| | No | Yes | No | Yes |
| General science | 1 | 2 | 1 | 2 |
| Biology | 1 | 2 | 1 | 2 |
| Chemistry | 1 | 2 | 1 | 2 |
| Physics | 1 | 2 | 1 | 2 |
| Foreign languages | 1 | 2 | 1 | 2 |
| Vocational-Technical | | | | |
| Agriculture | 1 | 2 | 1 | 2 |
| Business or commercial | 1 | 2 | 1 | 2 |
| Distributive education | 1 | 2 | 1 | 2 |
| Health occupations | 1 | 2 | 1 | 2 |
| Home economics | 1 | 2 | 1 | 2 |
| Trade or industrial occupations | 1 | 2 | 1 | 2 |

**38. How adequate are the number and quality of student learning stations* in the labs or shops to allow their full use by each of the students taking a course in the subject?**

**(Circle one number in each line of Part I and Part II only if courses are offered.)**

| | (Circle if no course is offered.) | Part I—Adequacy in terms of number | | | Part II—Adequacy in terms of quality & up-to-dateness | | |
|---|---|---|---|---|---|---|---|
| | | Very adequate | Adequate | Inadequate | Very adequate (very modern, new equipment) | Adequate | Inadequate (obsolete or in poor condition) |
| General science | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Biology | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Chemistry | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Physics | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Foreign languages | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Vocational-Technical | | | | | | | |
| Agriculture | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Business or commercial | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Distributive education | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Health occupations | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Home economics | 0 | 1 | 2 | 3 | 1 | 2 | 3 |
| Trade or industrial occupations | 0 | 1 | 2 | 3 | 1 | 2 | 3 |

---

*The number of student learning stations is defined as the number of individual students that can be efficiently and safely accommodated at one time for instructional purposes within a laboratory or shop. This number is a measure of the physical facilities and equipment and is not affected by a change in the number of instructors or teachers.

**39. About how old is the main classroom building of your school plant?**

| | (Circle one.) |
|---|---|
| Less than 1 year old | 1 |
| 1–4 years old | 2 |
| 5–9 years old | 3 |
| 10–19 years old | 4 |
| 20–29 years old | 5 |
| 30–39 years old | 6 |
| 40–49 years old | 7 |
| 50 years or older | 8 |

**40. Which of the following best describes the location of this school?**

| | (Circle one.) |
|---|---|
| In a rural or farming community | 1 |
| In a small city or town of fewer than 50,000 people that is not a suburb of a larger place | 2 |
| In a medium-sized city (50,000–100,000 people) | 3 |
| In a suburb of a medium-sized city | 4 |
| In a large city (100,000–500,000 people) | 5 |
| In a suburb of a large city | 6 |
| In a very large city (over 500,000 people) | 7 |
| In a suburb of a very large city | 8 |

**41. Approximately how many miles is it from this school to the nearest of each of the following postsecondary institutions that students from this school could attend?**

_______ miles to a junior or community college

_______ miles to a vocational, technical, trade, or business school

_______ miles to a four-year college or university

# C
## SECTION Grading system...

**42. In what form are grades given?**

| | (Circle one.) | Directions |
|---|---|---|
| Letter grades only | 1 | → *In the list of letter grades below, circle only those used by your school.* |
| Numerical or percentage grades only | 2 | → *Enter the numerical or percentage grades used next to the appropriate equivalent letter grades in the table below. (For example, a 2.0 numerical grade or a 70 percentage grade may be equivalent to a C.)* |
| Other grading system (such as pass-fail, different type of letter grade, or ranking like I, II, III, etc.) | 3 | → *Please describe it here* ____________________ *and enter the grades used in the "Other Grade" column below next to the appropriate equivalent letter grades in the table.* |
| More than one grading system | 4 | → *Enter the grades used in the appropriate spaces in the table below. If you use letter grades, as one of your systems, please be sure to circle those you use in the "Letter Grade" column.* |

**Table of Grade Equivalents**

| Letter Grade | Numerical Grade | Percentage Grade | Other Grade |
|---|---|---|---|
| A+ | | | |
| A | | | |
| A− | | | |
| B+ | | | |
| B | | | |
| B− | | | |
| C+ | | | |
| C | | | |
| C− | | | |
| D+ | | | |
| D | | | |
| D− | | | |
| E | | | |

**Thank you very much. Your help in this study is very much appreciated.**

O.M.B. No. 51-S-72010
APPROVAL EXPIRES 1-31-73

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

# Counselor Questionnaire

______________________________
SCHOOL NAME

SCHOOL CODE ☐☐☐☐

COUNSELOR NUMBER ☐☐

'72

Prepared for the
UNITED STATES OFFICE OF EDUCATION
by Educational Testing Service, Princeton, New Jersey
Spring 1972

OE FORM 2349-2, 2/72

**1. About what percentage of your working time (to nearest 5%) is spent in each of the following activities?**

Conferences with individual students .................. _______%

Group counseling sessions with students .................. _______%

Conferences with parents .................. _______%

Conferences with teachers and other school personnel ... _______%

Record keeping and clerical work .................. _______%

Community and/or agency contacts .................. _______%

Professional meetings .................. _______%

Other (specify) ______________________________

______________________________________

______________________________________ _______%

*Entries should total 100%.*

**2. About what percentage of your time with students (to nearest 5%) is spent dealing with each of the following?**

Career or vocational guidance (NOT college-oriented), job placement, or job referral .................. _______%

College entrance .................. _______%

Postsecondary education other than four-year college ... _______%

Attendance and discipline .................. _______%

Personal and family problems .................. _______%

High school academic choices .................. _______%

High school academic problems .................. _______%

Other (specify) ______________________________

______________________________________

______________________________________ _______%

*Entries should total 100%.*

**3. Currently, how many hours a week do you devote to counseling students?**

| | **(Circle one.)** |
|---|---|
| None | 0 |
| Less than 6 hours a week | 1 |
| 6-10 hours a week | 2 |
| 11-15 hours a week | 3 |
| 16-20 hours a week | 4 |
| 21-25 hours a week | 5 |
| More than 25 hours a week | 6 |

**4. How many students are assigned to you for counseling?**

| | (Circle one.) |
|---|---|
| Under 50 | 1 |
| 50-99 | 2 |
| 100-199 | 3 |
| 200-299 | 4 |
| 300-399 | 5 |
| 400-499 | 6 |
| 500-599 | 7 |
| 600-699 | 8 |
| 700 or more | 9 |

**5. How many different students, on the average, do you counsel in a week individually or in groups?**

(Circle one number in each column.)

| | Individually | In groups |
|---|---|---|
| None | 0 | 0 |
| Some but fewer than 10 | 1 | 1 |
| 10-19 | 2 | 2 |
| 20-29 | 3 | 3 |
| 30-39 | 4 | 4 |
| 40-49 | 5 | 5 |
| 50-59 | 6 | 6 |
| 60-69 | 7 | 7 |
| 70 or more | 8 | 8 |

**6. Here are some methods that are often used to help place students in jobs following graduation. Please indicate whether or not you have used each method during this school year.**

(Circle one number on each line.)

| | Have used | Have not used |
|---|---|---|
| Canvass community employers for job opportunities | 1 | 2 |
| Canvass employers in nearby communities | 1 | 2 |
| Contact state employment agencies for job openings | 1 | 2 |
| Contact private employment agencies for job openings | 1 | 2 |
| Review want ads for job opportunities | 1 | 2 |
| Advise students generally on how to find jobs | 1 | 2 |
| Arrange for employers to interview students | 1 | 2 |
| Help students find summertime jobs | 1 | 2 |
| Help students find part-time, school-year jobs | 1 | 2 |
| Follow up progress of past graduates | 1 | 2 |
| Promote placement by speaking to civic groups | 1 | 2 |
| Canvass labor unions about job opportunities | 1 | 2 |
| Arrange postsecondary school apprenticeships | 1 | 2 |
| Assist graduates of past years in finding jobs | 1 | 2 |

**7. Sources of financial aid for postsecondary education that educators often recommend to students are listed below. Please indicate whether or not you have recommended each source to any student during the past two years (Part I). And if you have recommended a source, to your knowledge has any student used this source of aid (Part II)?**

| | PART I<br>I have recommended (If "Yes", answer Part II.) | | PART II<br>Student actually used | | |
|---|---|---|---|---|---|
| | No | Yes | No | Yes | Don't know |
| College or university scholarship or loan | 1 | 2 | 1 | 2 | 3 |
| State or local scholarship or loan program | 1 | 2 | 1 | 2 | 3 |
| Scholarship from a private organization or company | 1 | 2 | 1 | 2 | 3 |
| Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension) | 1 | 2 | 1 | 2 | 3 |
| ROTC Scholarship Programs | 1 | 2 | 1 | 2 | 3 |
| College Work-Study Program | 1 | 2 | 1 | 2 | 3 |
| Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents) | 1 | 2 | 1 | 2 | 3 |
| National Defense Student Loan Program | 1 | 2 | 1 | 2 | 3 |
| Federal Guaranteed Student Loan Program | 1 | 2 | 1 | 2 | 3 |
| Educational Opportunity Grant Program | 1 | 2 | 1 | 2 | 3 |
| Health Professions Student Loan Program | 1 | 2 | 1 | 2 | 3 |
| Health Professions Scholarship Program | 1 | 2 | 1 | 2 | 3 |
| Nursing Student Loan Program | 1 | 2 | 1 | 2 | 3 |
| Nursing Scholarship Program | 1 | 2 | 1 | 2 | 3 |
| General Scholarship Program | 1 | 2 | 1 | 2 | 3 |
| Law Enforcement Education Program | 1 | 2 | 1 | 2 | 3 |
| Veterans Administration War Orphans Educational Assistance Program | 1 | 2 | 1 | 2 | 3 |
| Regular bank loan | 1 | 2 | 1 | 2 | 3 |

**8. Have you had counseling experience prior to this year in schools with ethnic or racial minority groups?**

**(Circle one number on each line.)**

| | Have had experience | Have not had experience |
|---|---|---|
| Schools with 0-20% minority students | 1 | 2 |
| Schools with 21-40% minority students | 1 | 2 |
| Schools with 41-60% minority students | 1 | 2 |
| Schools with 61-80% minority students | 1 | 2 |
| Schools with 81-100% minority students | 1 | 2 |
| Schools in which many students spoke a primary language other than English | 1 | 2 |

**9. How many college courses (semester equivalent) specifically related to each of the following kinds of counseling have you had?**

**(Circle one number on each line.)**

| | None | 1 | 2 | 3 | 4 or more |
|---|---|---|---|---|---|
| Educational | 0 | 1 | 2 | 3 | 4 |
| Minority group | 0 | 1 | 2 | 3 | 4 |
| Personal | 0 | 1 | 2 | 3 | 4 |
| Vocational | 0 | 1 | 2 | 3 | 4 |
| Other (specify) ____________________ | 0 | 1 | 2 | 3 | 4 |

**10. In college or elsewhere (such as inservice training), how many hours of supervised practice in each of the following kinds of counseling have you had?**

**(Circle one number on each line.)**

| | None | 1-5 | 6-10 | 11-20 | Over 20 |
|---|---|---|---|---|---|
| Educational | 0 | 1 | 2 | 3 | 4 |
| Minority group | 0 | 1 | 2 | 3 | 4 |
| Personal | 0 | 1 | 2 | 3 | 4 |
| Vocational | 0 | 1 | 2 | 3 | 4 |
| Other (specify) ____________________ | 0 | 1 | 2 | 3 | 4 |

**11. As of the end of this school year, how many years will you have been at this school?**

| | (Circle one.) |
|---|---|
| Less than one year | 1 |
| 1 or 2 years | 2 |
| 3 or 4 years | 3 |
| 5 to 9 years | 4 |
| 10 to 14 years | 5 |
| 15 to 19 years | 6 |
| 20 to 29 years | 7 |
| 30 or more years | 8 |

**12. As of the end of this school year, what will be your total number of years of counseling experience?**

**(Circle one number in each column, if appropriate.)**

| | Full-time | Part-time |
|---|---|---|
| Less than one year | 1 | 1 |
| 1 or 2 years | 2 | 2 |
| 3 or 4 years | 3 | 3 |
| 5 to 9 years | 4 | 4 |
| 10 to 14 years | 5 | 5 |
| 15 to 19 years | 6 | 6 |
| 20 to 29 years | 7 | 7 |
| 30 or more years | 8 | 8 |

**13. Your age at your last birthday?**

| | (Circle one.) |
|---|---|
| Under 25 | 01 |
| 26 to 29 | 02 |
| 30 to 34 | 03 |
| 35 to 39 | 04 |
| 40 to 44 | 05 |
| 45 to 49 | 06 |
| 50 to 54 | 07 |
| 55 to 59 | 08 |
| 60 to 64 | 09 |
| 65 or older | 10 |

**14. Your sex?**

| | (Circle one.) |
|---|---|
| Female | 1 |
| Male | 2 |

**15. How do you describe yourself?**

| | (Circle one.) |
|---|---|
| American Indian | 1 |
| Black or Afro-American or Negro | 2 |
| Mexican-American or Chicano | 3 |
| Puerto Rican | 4 |
| Other Latin-American origin | 5 |
| Oriental or Asian-American | 6 |
| White or Caucasian | 7 |
| Other | 8 |

## COMMENTS

Does your school have any special programs or approaches not covered by this questionnaire that you feel are having a significant influence on the educational or career plans of students? If so, please list and describe them below.

Thank you very much. Your help in this study is very much appreciated.

O.M.B. No. 51-72009
APPROVAL EXPIRES 1-31-73

# Student's School Record Information

---

School Name ____________________

School Code ☐☐☐☐ Student Number ☐☐

Student's Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
LAST ▲ FIRST ▲ M.I.

'72

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Conducted by
Educational Testing Service, Princeton, New Jersey for the
UNITED STATES OFFICE OF EDUCATION
Spring 1972

OE FORM 2346-3, 2/72

Most of this information should be obtainable from the school's records. However, information not available from the records may be obtained by interviewing the student, using a blank copy of this form as an interview guide.

Student's Address ☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

NUMBER STREET

☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐ ☐☐☐☐☐

CITY STATE ZIP

Social Security Number ______ ____ _______

Rank in Senior Class ________________________

Total Number in Senior Class ________________

**1. What is this student's overall academic average? (Use whichever grading system is used by your school.)**

| Grading system | (Circle one.) | Student's average | School's grade scale: Lowest possible | School's grade scale: Highest possible |
|---|---|---|---|---|
| Average letter grade | 1 | ______ | ______ | ______ |
| Percentage grade average | 2 | | | |
| Grade-point (numerical grade) average | 3 | | | |
| Other | 4 | | | |

**2. If the student has taken either of the following college admissions tests, indicate the year the test was taken and the scores received (record only the most recent set of scores for each test).**

SAT — YEAR TAKEN .... 19 ☐☐

SAT scores:

Verbal ........... ☐☐☐

Quantitative ....... ☐☐☐

ACT — YEAR TAKEN ....... 19 ☐☐

ACT scores:

English Expression ....... ☐☐

Social Studies Reading .... ☐☐

Science Reading .......... ☐☐

Mathematics ............. ☐☐

Total Score .............. ☐☐

**3. Has this student transferred to this school from another school?**

**(Circle one.)**

No ........................................ 1

Yes ........................................ 2

**4. How many semester courses will the student have taken in each of the following subjects between July 1, 1969, and the date he or she graduates? How many class periods per week did these courses meet?**

EXAMPLE: If a student took six semester courses in science, and four of these courses met five class periods per week whereas two courses met only three class periods per week, you would enter "6" for the *Total number of semesters of instruction* and "4" and "2", respectively, in the "5" and "3" columns under *Number of class periods per week.*

| Type of course | Total number of semesters of instruction ▼ | Number of class periods per week | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | More than 5 | |
| Science | | | | | | | | (1) |
| Foreign languages | | | | | | | | (2) |
| Social studies | | | | | | | | (3) |
| English | | | | | | | | (4) |
| Mathematics | | | | | | | | (5) |
| Industrial arts | | | | | | | | (6) |
| Commercial | | | | | | | | (7) |
| Fine arts or performing arts | | | | | | | | (8) |

**5. Please indicate the total number of semester courses this student will have taken in each of the following vocational-technical subjects by the time he or she graduates. For each subject in which the student has taken courses, please indicate in the appropriate class-periods-per-week columns the number of courses taken before July 1, 1969, and after July 1, 1969.**

| Type of vocational-technical course | Total number of semesters of instruction ▼ | Before July 1, 1969 | | | | | | After July 1, 1969 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of class periods per week | | | | | | Number of class periods per week | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | More than 5 | 1 | 2 | 3 | 4 | 5 | More than 5 | |
| Agricultural | | | | | | | | | | | | | | (1) |
| Business or commercial | | | | | | | | | | | | | | (2) |
| Distributive education | | | | | | | | | | | | | | (3) |
| Health occupations | | | | | | | | | | | | | | (4) |
| Home economics | | | | | | | | | | | | | | (5) |
| Trade or industrial occupations | | | | | | | | | | | | | | (6) |

6. **What is the position of this student in ability groups or tracks? There are four parts to this question. Answer all parts that apply to this student.**

| | PART I<br>Did the student take courses like this during the past year?<br>(If "Yes", answer II.) | | PART II<br>Were ability groups or tracks used in these courses?<br>(If "Yes", answer III and IV.) | | PART III<br>How many ability groups were used in these courses?<br>(Enter numbers.) | PART IV<br>In which groups was this student placed in these courses?<br>(Circle one number on each appropriate line.) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No | Yes | No | Yes | | | | | | | |
| Science or math courses | 1 | 2 | 1 | 2 | ______ | 1st | 2nd | 3rd | 4th | 5th | 6th or lower |
| English or language courses | 1 | 2 | 1 | 2 | ______ | 1st | 2nd | 3rd | 4th | 5th | 6th or lower |
| Social studies courses | 1 | 2 | 1 | 2 | ______ | 1st | 2nd | 3rd | 4th | 5th | 6th or lower |
| Vocational-technical or job-training courses | 1 | 2 | 1 | 2 | ______ | 1st | 2nd | 3rd | 4th | 5th | 6th or lower |

7. **Which of the following most closely describes this student's course of study?**

| | (Circle one.) |
|---|---|
| General | 1 |
| Academic or college preparatory | 2 |
| Vocational-technical: | |
| Agricultural occupations | 3 |
| Business or commercial occupations | 4 |
| Distributive education | 5 |
| Health occupations | 6 |
| Home economics occupations | 7 |
| Trade or industrial occupations | 8 |

8. **Has this student received either of the following kinds of remedial instruction?**

**(If you circle 2 [under HAS RECEIVED], please circle the number of semester hours of remedial instruction the student has received.)**

| | Has not received | Has received | Number of semester hours | | | | | |
|---|---|---|---|---|---|---|---|---|
| Remedial instruction in mathematics | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6+ |
| Remedial instruction in reading or languages | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6+ |

9. **Is this student officially classified as handicapped by specialized professional personnel other than a classroom teacher?**

**(Circle one number and follow the directions beside the number you circled.)**

| | (Circle one.) | Directions |
|---|---|---|
| No | 1 | →*Skip to Question 11.* |
| Yes | 2 | →*Proceed to Question 10.* |

**10. Indicate which of the following categories describes the handicap of this student.**

| | **(Circle one.)** |
|---|---|
| Multiple handicapped | 01 |
| Trainable mentally retarded | 02 |
| Educable mentally retarded | 03 |
| Hard of hearing | 04 |
| Deaf | 05 |
| Speech impaired | 06 |
| Vision impaired | 07 |
| Emotionally disturbed | 08 |
| Crippled | 09 |
| Other health impaired | 10 |

**11. Is this student a participant in any of the following programs?**

**(Circle one number on each line.)**

| | **Yes** | **No** |
|---|---|---|
| Upward Bound | 1 | 2 |
| Cooperative Vocational Education Program (Co-op Program) | 1 | 2 |
| High School Work-Study Program | 1 | 2 |
| Talent Search | 1 | 2 |
| Neighborhood Youth Corps | 1 | 2 |

**Parent's (Guardian's) Name** ☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐ ☐
LAST ▲ FIRST ▲ M.I.

**Address** ☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐
NUMBER STREET

☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐ ☐☐☐☐☐
CITY STATE ZIP

**Telephone Number** (________)____________________
AREA CODE

**Student's Telephone Number**
**(If not living with parent or guardian)** (________)____________________
AREA CODE

O.M.B. No. 51-S-73030
APPROVAL EXPIRES 9-1-74

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

# First Follow-Up Questionnaire

## Form B

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE ☐ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1973

OE FORM 2367, 9/73
MRC 3400

**U.S. Office of Education**
**Department of Health, Education, & Welfare**
**Washington, D.C. 20202**

Dear OPERATION FOLLOW-UP Participant:

More than a year has passed since you left high school, and the U.S. Office of Education is sponsoring the National Longitudinal Study of the High School Class of 1972. This study, being conducted by the U.S. Bureau of the Census and the Research Triangle Institute of North Carolina, is called OPERATION FOLLOW-UP. It is a nation-wide study which, we expect, will continue over a period of 6 to 8 years and produce valuable and interesting information.

We are asking you to participate in OPERATION FOLLOW-UP. The purpose of this follow-up is to find out what has happened to you and other seniors after leaving high school. The fact that you are working, married, in college or vocational school, or starting a family is important not only to you, but also to educational planners and policymakers. Through your completion of this questionnaire, valuable information can be obtained about a very important part of this country's population--young adults who are going through some of the most significant experiences of their lives.

Please take a little time and fill out this questionnaire. Let us know what you are doing, what you have done since high school, and what you are planning to do in the next year or so. All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

About the questionnaire: you will not need to answer all sections of it. Begin with Section A and follow the instructions for each question. Your answers will guide you to skip parts which don't apply to you. Please follow all these instructions carefully. Most of the questions can be answered simply by circling the number for the response you choose. In some cases, you are asked to write out your answer to a question.

When you complete this questionnaire please return it to us in the enclosed post-paid envelope. We'll be waiting to hear from you.

We will be sending you results from OPERATION FOLLOW-UP in 1974. Watch for our OPERATION FOLLOW-UP Newsletters.

Sincerely,

J A. Davis

J. A. Davis
RTI Project Director
Center for Educational Research and Evaluation

K. A. Tabler

K. A. Tabler
USOE Project Director
National Center for Educational Statistics

P.S. May we have your permission to collect school record information (grades, admission test scores, and program) from your high school? This information, too, will be kept in absolute confidence. Please sign your name below if you give permission.

____________________
(signature)

# Section A — General Information

**1. What are you doing *now*?**

(Circle one number on each line.)

| | Applies to me | Does not apply to me |
|---|---|---|
| Working for pay at a full-time or part-time job | 1 | 2 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 1 | 2 |
| Taking academic courses at a two- or four-year college | 1 | 2 |
| On active duty in the Armed Forces (or service academy) | 1 | 2 |
| Homemaker | 1 | 2 |
| Temporary lay-off from work, looking for work, or waiting to report to work | 1 | 2 |
| Other (please describe:____________________) | 1 | 2 |

**2. Did you complete high school?**

(Circle one.)

| | | |
|---|---|---|
| No, still in high school | 1 | (SKIP to q. 4) |
| No, left high school without completing | 2 | |
| Yes, graduated | 3 | |
| Yes, left high school without graduating but have since passed a high school equivalency test, for example, the GED | 4 | |

**3. When did you leave or graduate from the last high school that you attended?**

Date left:____________ (month)____________ (year)

## FACTS ABOUT YOU IN OCTOBER 1973

**4. With whom did you live, as of the first week of October 1973?**

(Circle one.)

| | |
|---|---|
| By myself | 1 |
| Parents | 2 |
| With husband or wife | 3 |
| With other relatives | 4 |
| With person(s) not related to me | 5 |

**5. How would you describe your living quarters, as of the first week of October 1973?**

(Circle one.)

| | |
|---|---|
| Private house or apartment | 1 |
| Dormitory or apartment operated by a school or college | 2 |
| Fraternity or sorority house | 3 |
| Rooming or boarding house | 4 |
| Other (please describe:____________________) | 5 |

**6a. Which of the following best describes the location of the place where you lived in the first week of October 1973?**

(Circle one.)

| | |
|---|---|
| In a rural or farming community | 1 |
| In a small city or town of fewer than 50,000 people that is not a suburb of a larger place | 2 |
| In a medium-sized city (50,000-100,000 people) | 3 |
| In a suburb of a medium-sized city | 4 |
| In a large city (100,000-500,000 people) | 5 |
| In a suburb of a large city | 6 |
| In a very large city (over 500,000 people) | 7 |
| In a suburb of a very large city | 8 |

**6b. How far is this from the place where you lived as a senior in high school?**

(Circle one.)

| | |
|---|---|
| Same place I lived in when I was a senior in high school | 1 |
| Less than 50 miles | 2 |
| 50 to 99 miles | 3 |
| 100 to 199 miles | 4 |
| 200 to 499 miles | 5 |
| 500 miles or more | 6 |

**7a. What was your marital status, as of the first week of October 1973?**

(Circle one.)

| | | |
|---|---|---|
| Never married, but plan to be married within the next 12 months | 1 | *(SKIP to q. 9)* |
| Never married, and don't plan to be married within the next 12 months | 2 | |
| Married | 3 | |
| Separated, divorced, or widowed | 4 | |

**7b. When were you first married?** __________ **(month)** __________ **(year)**

**8. Did you have any children as of the first week of October 1973?**

| | |
|---|---|
| No | 1 |
| Yes (How many?____________________) | 2 |

**9. As of the first week of October 1973, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**10. As of the first week of October 1973, how many persons (not counting yourself) were dependent upon YOU for more than one half of their financial support?**

(Circle one.)

| | |
|---|---|
| None | 0 |
| One | 1 |
| Two | 2 |
| Three or more | 3 |

**11. What is the best estimate of your income before taxes for all of 1973? If you are married, please estimate your husband's or wife's income in the second column provided. Do not include loans or gifts.**

| | Your Own Income | Your Spouse's Income |
|---|---|---|
| TOTAL INCOME | $_______ | $_______ |
| From wages, salaries, commissions, and net income from business or farm | $_______ | $_______ |
| Scholarships, fellowships | $_______ | $_______ |
| Other (for example, interest, rental property income, public assistance, and unemployment compensation) | $_______ | $_______ |

## OPINIONS ABOUT YOURSELF AND THE FUTURE

**12. How far in school would you like to get?**

| | | (Circle one.) |
|---|---|---|
| High school only | | 1 |
| Vocational, trade, or business school | Less than two years | 2 |
| | Two years or more | 3 |
| College program | Some college (including two-year degree) | 4 |
| | Finish college (four- or five-year degree) | 5 |
| | Master's degree or equivalent | 6 |
| | Ph.D., M.D., or equivalent | 7 |

**13a. If no other funds were available (no scholarships, parental aid, or job), how much money would you be willing to borrow to get this schooling?**

| | (Circle one.) |
|---|---|
| None | 0 |
| Less than $500 | 1 |
| $500 to $999 | 2 |
| $1,000 to $1,999 | 3 |
| $2,000 to $3,999 | 4 |
| $4,000 to $4,999 | 5 |
| $5,000 to $6,000 | 6 |
| More than $6,000 (please specify amount ____,________) | 7 |

**13b. Has anyone discussed with you the terms and conditions necessary to borrow money for this purpose?**

| | |
|---|---|
| No | 1 — *(SKIP to q. 14) Next page* ⟶ |
| Yes | 2 |

**13c. As a result, was there any change in your borrowing plans?**

| | (Circle one.) |
|---|---|
| No, I had no borrowing plans | 1 |
| No, there was no change in my borrowing plans | 2 |
| Yes, I decided to borrow more than I planned | 3 |
| Yes, I decided to borrow less than I planned | 4 |
| Yes, I decided not to borrow for this purpose | 5 |

14. **As things stand now, how far in school do you think you actually will get?**

| | | (Circle one.) |
|---|---|---|
| High school only | | 1 |
| Vocational, trade, or business school | Less than two years | 2 |
| | Two years or more | 3 |
| College program | Some college (including two-year degree) | 4 |
| | Finish college (four- or five-year degree) | 5 |
| | Master's degree or equivalent | 6 |
| | Ph.D., M.D., or equivalent | 7 |

15. **How do you feel about each of the following statements?**

(Circle one number on each line.)

| | Agree Strongly | Agree | Disagree | Disagree Strongly | No Opinion |
|---|---|---|---|---|---|
| I take a positive attitude toward myself | 1 | 2 | 3 | 4 | 5 |
| Good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 5 |
| I feel I am a person of worth, on an equal plane with others | 1 | 2 | 3 | 4 | 5 |
| I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 5 |
| Every time I try to get ahead, something or somebody stops me | 1 | 2 | 3 | 4 | 5 |
| Planning only makes a person unhappy since plans hardly ever work out anyway | 1 | 2 | 3 | 4 | 5 |
| People who accept their condition in life are happier than those who try to change things | 1 | 2 | 3 | 4 | 5 |
| On the whole, I'm satisfied with myself | 1 | 2 | 3 | 4 | 5 |

16. **What do you expect to be doing in October 1974?**

(Circle one number on each line.)

| | Expect to be doing | Do not expect to be doing |
|---|---|---|
| Working for pay at a full-time or part-time job | 1 | 2 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 1 | 2 |
| Taking academic courses at a two- or four-year college | 1 | 2 |
| On active duty in the Armed Forces (or service academy) | 1 | 2 |
| Homemaker | 1 | 2 |
| Other (please describe:______________________) | 1 | 2 |

17. **Do you plan to have your first child (or another child) before October 1974?**

| | (Circle one.) |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**18. How many children altogether do you eventually expect to have?**

| | (Circle one.) |
|---|---|
| None | 0 |
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four or more | 4 |

**19. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

| | |
|---|---|
| CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 01 |
| CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 02 |
| FARMER, FARM MANAGER | 03 |
| HOMEMAKER OR HOUSEWIFE ONLY | 04 |
| LABORER such as construction worker, car washer, sanitary worker, farm laborer | 05 |
| MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 06 |
| MILITARY such as career officer, enlisted man or woman in the Armed Forces | 07 |
| OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant | 08 |
| PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher | 09 |
| PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher | 10 |
| PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 11 |
| PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman | 12 |
| SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker | 13 |
| SCHOOL TEACHER such as elementary or secondary | 14 |
| SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter | 15 |
| TECHNICAL such as draftsman, medical or dental technician, computer programmer | 16 |
| NOT WORKING | 17 |

**20. How important is each of the following to you in your life?** **(Circle one number on each line.)**

| | Not Important | Somewhat Important | Very Important |
|---|---|---|---|
| Being successful in my line of work | 1 | 2 | 3 |
| Finding the right person to marry and having a happy family life | 1 | 2 | 3 |
| Having lots of money | 1 | 2 | 3 |
| Having strong friendships | 1 | 2 | 3 |
| Being able to find steady work | 1 | 2 | 3 |
| Being a leader in my community | 1 | 2 | 3 |
| Being able to give my children better opportunities than I've had | 1 | 2 | 3 |
| Living close to parents and relatives | 1 | 2 | 3 |
| Getting away from this area of the country | 1 | 2 | 3 |
| Working to correct social and economic inequalities | 1 | 2 | 3 |
| Having leisure time to enjoy my own interests | 1 | 2 | 3 |

# Section B — Education and Training

This section asks information about your training and education since leaving high school. First we would like to know....

21. **Between the time you left high school and October 1973, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.**

| | | |
|---|---|---|
| No | 1 | —*(SKIP to q. 23) Next page* → |
| Yes | 2 | |

22a. **What type of training program(s) have you participated in?**

**(Circle one number on each line.)**

| | **Yes** | **No** |
|---|---|---|
| On-the-job training (a program of instruction during normal working hours) | 1 | 2 |
| Formal Registered Apprenticeship (your State or Labor Union) | 1 | 2 |
| Manpower Development and Training (MDTA) | 1 | 2 |
| Work Incentive (WIN) | 1 | 2 |
| Neighborhood Youth Corps (NYC) | 1 | 2 |
| Other manpower program (please specify: ______) | 1 | 2 |
| Correspondence course(s) | 1 | 2 |
| Non-credit courses for personal enrichment | 1 | 2 |
| Other (please specify: ______) | 1 | 2 |

22b. **What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ______

22c. **How long does (or did) this program last?**

**(Circle one.)**

| | |
|---|---|
| Less than one month | 1 |
| One to five months | 2 |
| Six to eleven months | 3 |
| One year or more | 4 |

22d. **Have you completed this program?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No, left without completing | 2 |
| No, still enrolled | 3 |

22e. **Have you used this training on any job?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**23. Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?**

Yes ........................................................................1 — *(SKIP to q. 25)*
No........................................................................2

**24. Here are some reasons others have given for NOT continuing their formal education after leaving high school. Which of these reasons, if any, apply to you?**

**(Circle one number on each line.)**

| | **Applies to me** | **Does not apply to me** |
|---|---|---|
| Needed to earn money to support my family | 1 | 2 |
| Needed to earn money before I could pay for further education | 1 | 2 |
| Could not afford a four-year college or university education | 1 | 2 |
| Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for college entrance | 1 | 2 |
| Applied to one or more schools, but was not accepted | 1 | 2 |
| Lack of a school within commuting distance of my home | 1 | 2 |
| Discouraged from continuing by teachers or counselor | 1 | 2 |
| Discouraged from continuing by parents | 1 | 2 |
| Wanted to enter Armed Forces | 1 | 2 |
| My plans did not require more education | 1 | 2 |
| Planned to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Offered a job I wanted | 1 | 2 |
| Wanted to earn money for myself | 1 | 2 |
| Wanted practical experience before going on to school | 1 | 2 |

*(SKIP to Section C, page 15)*

## SCHOOL ATTENDANCE IN OCTOBER 1973

**25. Were you taking classes or courses at any school during the first week of October 1973?**

No........................................................................1 — *(SKIP to q. 29a, page 9)* →
Yes ........................................................................2

**26a. What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)**

School Name: ______________________________
City: ______________________ State: __________

**26b. What kind of school is this?** **(Circle one.)**

Vocational, trade, business or other career training school ......1
Junior or community college (two-year)..............................2
Four-year college or university ......................................3
Other (please describe: ____________________) .....4

**26c. Is this school public or private?**

Public ........................................................................1
Private ........................................................................2

**27a. When did you first attend this school? ______________(month)______________(year)**

**27b. During the first week of October 1973, were you classified by this school as a full-time student?**

Yes ........................................................1
No..........................................................2

**27c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.**

______________Hours per week

**27d. At that time were you classified by your school as a freshman or sophomore?**

**(Circle one.)**

My school doesn't classify students this way ....................1
Freshman (first-year student) ..................................2
Sophomore (second-year student) ................................3
Other classification (specify: ____________________________) .....4

**28a. As of the first week of October 1973, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.) Please name the specific field or area:**

(Write in): ______________________________________________

**28b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.**

**(Circle only one academic field OR one vocational area.)**

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

**Biological Sciences** (zoology, physiology, anatomy, etc.) ..........................01
**Business** (accounting, marketing, personnel management, etc.) ..........................02
**Education** (elementary, special, physical, etc.) ..03
**Engineering** (civil, electrical, mechanical, etc.) ..04
**Humanities and Fine Arts** (music, religion, English, etc.) ..........................05
**Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) ..........................06
**Social Sciences** (psychology, history, economics, sociology, etc.) ..........................07
**Other academic fields** (agriculture, home economics, nursing, etc.) ..........................08
An academic field, but undecided (circle here and SKIP to q. 29) ..........................09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

**Office and Clerical** (bookkeeping, stenography, commercial art, general office, etc.) ..........................10
**Computer Technology** (keypunch operator, programming, computer operations, etc.) ....11
**Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) ......12
**Health Services** (lab technician, occupational therapy, practical nursing, etc.) ..............13
**Public Services** (police science, food service, recreation, beautician, etc.) ..................14
**Other vocational areas** (agriculture, home economics, etc.) ..........................15
A vocational area, but undecided (circle here and SKIP to q. 29) ..........................16

**28c. How long does it normally take to complete this program?**

**(Circle one.)**

Less than three months ........................................1
Three to five months ..........................................2
Six to eleven months ..........................................3
One to two years ..............................................4
More than two years ...........................................5

## SCHOOL ATTENDANCE IN OCTOBER 1972

**29a. Now please think back a year to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?**

Yes .......... 1 —*(SKIP to q. 30)*
No .......... 2

**29b. Here are some reasons others have given for NOT continuing their formal education right after leaving high school. Which of these reasons apply to you?**

**(Circle one number on each line.)**

| | **Applies to me** | **Does not apply to me** |
|---|---|---|
| Needed to earn money to support my family | 1 | 2 |
| Needed to earn money before I could pay for further education | 1 | 2 |
| Could not afford a four-year college or university education | 1 | 2 |
| Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. | 1 | 2 |
| Poor high school grades or poor scores on college admission tests | 1 | 2 |
| Lack of high school credits required for college entrance | 1 | 2 |
| Applied to one or more schools, but was not accepted | 1 | 2 |
| Lack of a school within commuting distance of my home | 1 | 2 |
| Discouraged from continuing by teachers or counselor | 1 | 2 |
| Discouraged from continuing by parents | 1 | 2 |
| Wanted to enter Armed Forces | 1 | 2 |
| My plans did not require more education | 1 | 2 |
| Wanted to take a break | 1 | 2 |
| Planned to be married | 1 | 2 |
| School is not for me; I don't like it | 1 | 2 |
| Offered a job I wanted | 1 | 2 |
| Wanted to earn money for myself | 1 | 2 |
| Wanted practical experience before going on to school | 1 | 2 |

*SKIP to q. 39, page 12* →

**30. Was the school you attended in October 1972 the same school you attended in the first week of October 1973?**

**(Circle one.)**

Yes .......... 1 —*(SKIP to q. 33b)* } *Next page* →
No, not enrolled in October 1973 .......... 2 —*(SKIP to q. 32a)* }
No, enrolled in different school .......... 3

**31. What were your reasons for changing schools?**

**(Circle one number on each line.)**

| | **Applies to me** | **Does not apply to me** |
|---|---|---|
| My interest changed, and my former school did not offer the course of study I wanted | 1 | 2 |
| Wanted to attend a less expensive school | 1 | 2 |
| My grades were too low to continue at the former school | 1 | 2 |
| Wanted to be at a smaller school | 1 | 2 |
| Wanted to be at a larger school | 1 | 2 |
| Wanted to attend school closer to home | 1 | 2 |
| Wanted to attend a school farther away from home | 1 | 2 |
| Wanted to attend a school that would give me better career opportunities | 1 | 2 |
| Wanted to attend a school where I could feel more like I belonged | 1 | 2 |
| Wanted to attend a school where I could maximize my intellectual and personal development | 1 | 2 |
| More group or social activities of interest | 1 | 2 |

**32a. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)**

School Name: ______________________________

City: ______________________ State: __________

**32b. What kind of school is this?**

**(Circle one.)**

Vocational, trade, business or other career training school ...... 1
Junior or community college (two-year) ...... 2
Four-year college or university ...... 3
Other (please describe: ______________________) ..... 4

**32c. Is this school public or private?**

Public ...... 1
Private ...... 2

**33a. When did you first attend this school? __________ (month) __________ (year)**

**33b. During October 1972, were you classified by this school as a full-time student?**

Yes ...... 1
No ...... 2

**33c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.**

__________ Hours per week

**34. Was your field of study or training area in October 1972 the same as you indicated for the first week of October 1973?**

**(Circle one.)**

Yes ...... 1 — *(SKIP to q. 39, page 12)* →
No, wasn't enrolled in October 1973 ...... 2 } — *(SKIP to q. 36a) Next page* →
No, none indicated for October 1973 ...... 3 }
No, different than in October 1973 ...... 4

**35. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?**

**(Circle one number on each line.)**

| | **Applies to me** | **Does not apply to me** |
|---|---|---|
| Courses more difficult than I expected | 1 | 2 |
| Met people with new ideas | 1 | 2 |
| Poor advice on original choice | 1 | 2 |
| Lack of information on jobs related to original choice | 1 | 2 |
| Content of courses different from what I expected | 1 | 2 |
| New information about other fields of study or training areas | 1 | 2 |
| Interest aroused by courses | 1 | 2 |
| More jobs available for graduates in the field I changed to | 1 | 2 |
| Other (please specify: ______________________) | 1 | 2 |

**36a. In October 1972, what was your actual or intended field of study or training area (for example, practical nursing, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ______________________________

**36b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.**

**(Circle only one academic field OR vocational area.)**

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

- **Biological Sciences** (zoology, physiology, anatomy, etc.) .......... 01
- **Business** (accounting, marketing, personnel management, etc. .......... 02
- **Education** (elementary, special, physical, etc.) .. 03
- **Engineering** (civil, electrical, mechanical, etc.) .. 04
- **Humanities and Fine Arts** (music, religion, English, etc.) .......... 05
- **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) .......... 06
- **Social Sciences** (psychology, history, economics, sociology, etc.) .......... 07
- **Other academic fields** (agriculture, home economics, nursing, etc.) .......... 08
- An academic field, but undecided (circle here and SKIP to q. 37) .......... 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

- **Office and Clerical** (bookkeeping, stenography, commercial art, general office, etc.) .......... 10
- **Computer Technology** (keypunch operator, programming, computer operations, etc.) .... 11
- **Mechanical and Engineering Technology** (automotive mechanic, machinist, drafting, construction, electronics, etc.) ...... 12
- **Health Services** (lab technician, occupational therapy, practical nursing, etc.) .......... 13
- **Public Services** (police science, food service, recreation, beautician, etc.) .......... 14
- **Other vocational areas** (agriculture, home economics, etc.) .......... 15
- A vocational area, but undecided (circle here and SKIP to q. 37) .......... 16

**36c. How long does it normally take to complete this program?**

**(Circle one.)**

Less than three months .......... 1
Three to five months .......... 2
Six to eleven months .......... 3
One to two years .......... 4
More then two years .......... 5

**37. Did you withdraw altogether from this school prior to completing your training or program of studies?**

No .......... 1 — *(SKIP to q. 39) Next page* ⟶
Yes .......... 2

**38. What were your reasons for withdrawing altogether?** **(Circle one number on each line.)**

| | **Applies to me** | **Does not apply to me** |
|---|---|---|
| Became ill | 1 | 2 |
| Had financial difficulties | 1 | 2 |
| Family emergency | 1 | 2 |
| Was offered a good job | 1 | 2 |
| Got married or planned to get married | 1 | 2 |
| School work was not relevant to the real world | 1 | 2 |
| Wanted to get practical experience | 1 | 2 |
| Courses were too hard | 1 | 2 |
| Failing or not doing as well as I wanted | 1 | 2 |
| Became homesick | 1 | 2 |
| Other (please describe: ______________________) | 1 | 2 |

## ATTENDANCE AT OTHER SCHOOLS AT OTHER TIMES

**39. Besides any school(s) you may already have reported in this section of the questionnaire, have you attended any other schools since leaving high school? Include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.**

No ........ 1 — *(SKIP to q. 41a)*
Yes ........ 2

**40a. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one other school, then give the one that you attended the longest.)**

School Name: ____________________
City: ____________________ State: __________

**40b. What kind of school is this?** **(Circle one.)**

Vocational, trade, business or other career training school ........ 1
Junior or community college (two-year) ........ 2
Four-year college or university ........ 3
Other (please describe: ____________________) ........ 4

**40c. When did you first attend this school?** __________ **(month)** __________ **(year)**

**40d. Are you currently attending this school?**

Yes ........ 1
No (Date left: __________ month __________ year) ........ 2

## EDUCATION AND TRAINING PROGRESS AFTER HIGH SCHOOL

**41a. Since leaving high school which of the following best describes how well you have done in all of your course-work or training through October 1973? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

**(Circle one.)**

Mostly A ........ 1
About half A and half B ........ 2
Mostly B ........ 3
About half B and half C ........ 4
Mostly C ........ 5
About half C and half D ........ 6
Mostly D ........ 7
Mostly below D ........ 8

**41b. Do any of these schools or programs give credits?** **(Circle one.)**

I don't know ........ 1 } — *(SKIP to q. 42) Next page →*
No ........ 2 }
Yes ........ 3

**41c. Since leaving high school, about how many credits had you earned by October 1973?** (Write in.)

__________ Number of quarter hours
__________ Number of semester hours
__________ Number of other type of credits (please specify type: ____________________)

**42. Whether or not you were enrolled in school in the first week of October 1973, were you working at that time toward a certificate, degree, or license of any kind?**

**(Circle one.)**

No ........................................................ 1
Yes, a certificate (specify in what: ______________________) ..... 2
Yes, a license (specify in what: ______________________) ..... 3
Yes, a two-year or three-year vocational degree or diploma ..... 4
Yes, a two-year academic degree ........................................ 5
Yes, a four-year or five-year college Bachelor's degree .......... 6
Yes, other (please specify: ______________________) ..... 7

**43. Since leaving high school, had you earned any certificate, license, diploma, or degree of any kind prior to October 1973?**

No ........................................................ 1
Yes (please specify ______________________) ..... 2

**44a. Between the time you left high school and October 1973, had you participated in a formal program of academic or career counseling, tutoring, or remedial courses other than those services that were provided to all students in your college, school or training area?**

**(Circle one.)**

Never heard of such a program .............................. 1 } *(SKIP to q. 45)*
Have heard of such a program but have not participated ........ 2 }
Yes ........................................................ 3

**44b. What was the exact name, nature, and location of the program in which you participated?**

Name of the program ______________________

Nature of your participation:

**(Circle one number on each line.)**

| | **Applies to me** | **Does not apply to me** |
|---|---|---|
| Counseling | 1 | 2 |
| Tutoring | 1 | 2 |
| Remedial courses | 1 | 2 |

Name of institution: ______________________

City: ______________________ State ____________

**45. With regard to your education and training since leaving high school, how satisfied as a whole are you with the following?**

**(Circle one number on each line.)**

| | **Very satisfied** | **Somewhat satisfied** | **Neutral or no opinion** | **Somewhat dissatisfied** | **Very dissatisfied** |
|---|---|---|---|---|---|
| The ability, knowledge, and personal qualities of most teachers | 1 | 2 | 3 | 4 | 5 |
| The social life | 1 | 2 | 3 | 4 | 5 |
| Development of my work skills | 1 | 2 | 3 | 4 | 5 |
| My intellectual growth | 1 | 2 | 3 | 4 | 5 |
| The amount of money I have to get along on | 1 | 2 | 3 | 4 | 5 |

## SCHOOL FINANCES

The purpose of this part is to learn how students pay for their training and education after leaving high school, so that financial aid programs can be changed to meet student needs better. The following questions apply to any training and education you received after leaving high school and before Fall 1973.

**46a. About how much did training or schooling cost during the first year after high school, regardless of who paid? Give the expenses and the number of months you were in school or training during this period.**

Total expenses \$____________ Spent over how many months?____________

**46b. How was this money spent?**

\$____________ Tuition and fees
\$____________ Room and board
\$____________ Books and supplies
\$____________ Transportation
\$____________ Other related school expenses (clothing, laundry, etc.)

**47. In paying for these costs, how much came from each of the following sources? (Please circle all that apply and write in the amounts.)**

| | | |
|---|---|---|
| SAVINGS OR EARNINGS | | |
| Own savings or summer earnings | 01 | (\$________) |
| College work-study programs | 02 | (\$________) |
| Other earnings while taking courses | 03 | (\$________) |
| INDIVIDUAL SUPPORT | | |
| Parents | 04 | (\$________) |
| Husband or wife | 05 | (\$________) |
| Other relatives or friends | 06 | (\$________) |
| SCHOLARSHIPS OR GRANTS | | |
| Basic Educational Opportunity Grant Program | 07 | (\$________) |
| Supplementary Educational Opportunity Grant Program | 08 | (\$________) |
| College scholarship or grant from college funds | 09 | (\$________) |
| ROTC scholarship or stipend | 10 | (\$________) |
| Nursing Scholarship Program | 11 | (\$________) |
| Health Professions Scholarship Program | 12 | (\$________) |
| State scholarships | 13 | (\$________) |
| Other scholarships | 14 | (\$________) |
| LOANS | | |
| Federal Guaranteed Student Loan Programs | 15 | (\$________) |
| State Loan Program | 16 | (\$________) |
| Regular bank loan | 17 | (\$________) |
| National Defense (Direct) Student Loan Program | 18 | (\$________) |
| Health Professions Student Loan Program | 19 | (\$________) |
| Nursing Student Loan Program | 20 | (\$________) |
| OTHER | | |
| Law Enforcement Educational Program | 21 | (\$________) |
| Veterans Administration War Orphans or Survivors Benefits Programs | 22 | (\$________) |
| Veterans Administration direct benefits (GI Bill compensation or pension) | 23 | (\$________) |
| Vocational Rehabilitation Program benefits | 24 | (\$________) |
| Social Security Benefits (for students aged 18-22 who are children of retired, disabled, or deceased parents) | 25 | (\$________) |

# Section C — Civilian Work Experience

In this section we would like to obtain information about the jobs you have held in October 1973 and October 1972, including full-time jobs, part-time jobs, apprenticeships, and on-the-job training (but do not include military service).

**JOB HELD IN OCTOBER 1973**

**48a. Did you hold a job of any kind during the first week of October 1973?**

Yes ........................................................1 —*(SKIP to q. 49)* *Next page* ⟶
No..........................................................2

**48b. What were the reasons you were not working during the first week of October 1973?**

**(Circle one number on each line.)**

| | **Applies to me** | **Does not apply to me** |
|---|---|---|
| Did not want to work | 1 | 2 |
| On temporary layoff from work or waiting to report to work | 1 | 2 |
| Was full-time homemaker | 1 | 2 |
| Going to school | 1 | 2 |
| Not enough job openings available | 1 | 2 |
| Union restrictions | 1 | 2 |
| Would have required moving | 1 | 2 |
| Required work experience I did not have | 1 | 2 |
| Jobs available offered little opportunity for career development | 1 | 2 |
| Health problems or physical handicap | 1 | 2 |
| Could not arrange child care | 1 | 2 |
| Other family responsibilities (including pregnancy) | 1 | 2 |
| Waiting to enter or in Armed Forces | 1 | 2 |
| Not educationally qualified for types of work available | 1 | 2 |

**48c. Were you looking for work during September 1973?**

Yes ........................................................1 } —*(SKIP to q. 54a, page 17)* ⟶
No..........................................................2 }

**49. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.**

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ________________________________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ________________________________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ________________________________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ________________________________________

e. Were you:

**(Circle one.)**

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? ........1

A GOVERNMENT employee (Federal, State, county, or local)? 2

Self-employed in your OWN business, professional practice, or farm? ........3

Working WITHOUT PAY in family business or farm? ........4

f. When did you **start** working at this job?__________(month)__________(year)

g. Are you **currently** working at this job?

Yes ........1

No........2

**50a. How many hours per WEEK did you usually work at this job up through the first week of October 1973?**

__________Hours per week

**50b. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)**

$__________per week

**51. How satisfied were you with the following aspects of this job?**

**(Circle one number on each line.)**

| | Very satisfied | Satisfied | Dissatisfied | Very dissatisfied |
|---|---|---|---|---|
| Pay and fringe benefits | 1 | 2 | 3 | 4 |
| Importance and challenge | 1 | 2 | 3 | 4 |
| Working conditions | 1 | 2 | 3 | 4 |
| Opportunity for promotion and advancement with this employer | 1 | 2 | 3 | 4 |
| Opportunity for promotion and advancement in this line of work | 1 | 2 | 3 | 4 |
| Security and permanence | 1 | 2 | 3 | 4 |
| Opportunity for developing new skills | 1 | 2 | 3 | 4 |
| Job as a whole | 1 | 2 | 3 | 4 |

**52a. Do you expect to be working for this same employer in October 1974?**

Yes ........................................................ 1
No ........................................................ 2

**52b. Do you expect to be working at this same kind of job or occupation in October 1974?**

Yes ........................................................ 1
No ........................................................ 2

**53. Were you working at any other job during the first week of October 1973 at the same time as the job you described above?**

Yes ........................................................ 1
No ........................................................ 2

## JOB HELD IN OCTOBER 1972

**54a. Now please think back to about a year ago. Did you hold a job of any kind during the month of October 1972?**

**(Circle one.)**

Yes, same job as in October 1973 .............................. 1 — *(SKIP to q. 56a)* } *Next page* →
Yes, but different job than in October 1973 .................. 2 — *(SKIP to q. 55)* } *Next page* →
No ........................................................ 3

**54b. What were the reasons you were not working during the month of October 1972?**

**(Circle one number on each line.)**

| | Applies to me | Does not apply to me |
|---|---|---|
| Did not want to work | 1 | 2 |
| On temporary layoff from work or waiting to report to work | 1 | 2 |
| Was full-time homemaker | 1 | 2 |
| Going to school | 1 | 2 |
| Not enough job openings available | 1 | 2 |
| Union restrictions | 1 | 2 |
| Would have required moving | 1 | 2 |
| Required work experience I did not have | 1 | 2 |
| Jobs available offered little opportunity for career development | 1 | 2 |
| Health problems or physical handicap | 1 | 2 |
| Could not arrange child care | 1 | 2 |
| Other family responsibilities (including pregnancy) | 1 | 2 |
| Waiting to enter or in Armed Forces | 1 | 2 |
| Not educationally qualified for types of work available | 1 | 2 |

**54c. Did you look for work during October 1972?**

Yes ........................................................ 1 } — *(SKIP to q. 58) Next page* →
No ........................................................ 2 }

55. **Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.**

a. For **whom** did you work? (Name of company, business organization, or other employer)
(Write in): ____________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)
(Write in): ____________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________

e. Were you:

| | **(Circle one.)** |
|---|---|
| An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? | 1 |
| A GOVERNMENT employee (Federal, State, county, or local)? | 2 |
| Self-employed in your OWN business, professional practice, or farm? | 3 |
| Working WITHOUT PAY in family business or farm? | 4 |

f. When did you **start** working at this job? ________ (month) ________ (year)

g. Are you **currently** working at this job?

| | |
|---|---|
| Yes | 1 |
| No (Left job: ________ month ________ year) | 2 |

56a. **How many hours per WEEK did you usually work at this job in October 1972?**

________ Hours per week

56b. **Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)**

$________ per week

57. **Were you working at any other job during the month of October 1972 at the same time as the job you described above?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

## GENERAL

58. **Each part of this question refers to the entire 52-week period from October 1972 to October 1973.**

a. About how many different weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation.) ________ Number of weeks

b. How many weeks during this period did you spend looking for work or on layoff from a job or waiting to report to a job? ________ Number of weeks

c. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.) ________ Number of employers

**59. Since leaving high school, what methods did you use at any time in looking for work, and were they useful?**

**(Circle one number on each line.)**

| | Never looked or used | Used but did NOT obtain job | Used and obtained job |
|---|---|---|---|
| High school employment service | 1 | 2 | 3 |
| Other school or college placement service | 1 | 2 | 3 |
| Professional periodicals or organizations | 1 | 2 | 3 |
| Civil Service applications | 1 | 2 | 3 |
| Public employment service | 1 | 2 | 3 |
| Private employment agency | 1 | 2 | 3 |
| Community action or welfare groups | 1 | 2 | 3 |
| Newspaper advertisement | 1 | 2 | 3 |
| Direct application to employers | 1 | 2 | 3 |
| Registration with a union | 1 | 2 | 3 |
| Friends or relatives | 1 | 2 | 3 |
| Other (specify: ______) | 1 | 2 | 3 |

**60. While you were in high school, did you receive any specialized training intended to prepare you for immediate employment upon leaving school? (For example, auto mechanics, secretarial skills, or nurses aid.)**

No ........................................ 1 — *(SKIP to Section D) Next page* ⟶

Yes (In what area did you receive this training? ______) ..... 2

**61. Since leaving high school, have you worked in a job where you expected to use this training?**

**(Circle one.)**

No, never looked for work where I could use it .................. 1 — *(SKIP to Section D) Next page* ⟶

No, but looked for work where I could use it .................. 2 — *(SKIP to q. 63)*

Yes .................................................. 3

**62. Which of the following apply to your experience while working in this area?** **(Circle one number on each line.)**

| | Applies to me | Does not apply to me |
|---|---|---|
| I have been able to apply almost everything I learned in my high school training | 1 | 2 |
| I have been able to apply the basic principles of my training, although some things are different | 1 | 2 |
| I would have liked more experience in my training before I started working | 1 | 2 |
| I received training different from the way it is done on the job | 1 | 2 |
| I found my high school training useful in on-the-job training program(s) | 1 | 2 |
| I was trained with tools or equipment that are not used on my job | 1 | 2 |
| I could have gotten my job without the training | 1 | 2 |
| I took coursework associated with my training which was not helpful in performing my job | 1 | 2 |
| I would have liked more information about what was expected in the job beyond skills training | 1 | 2 |
| I would have liked other types of experience or information to be included in the training (describe: ______) | 1 | 2 |
| I consider myself doing as well as others with similar training | 1 | 2 |
| I consider the training a wise choice | 1 | 2 |

**63. Which of the following apply to your experiences when trying to find work in your area of high school training?**
**(Circle one number on each line.)**

| | Applies to me | Does not apply to me |
|---|---|---|
| I did not find many job openings in that type of work | 1 | 2 |
| I was told I was not qualified | 1 | 2 |
| I did not know how to use the equipment or tools of the job | 1 | 2 |
| I was not offered enough pay | 1 | 2 |
| I did not have enough experience | 1 | 2 |
| I decided to enter a different line of work | 1 | 2 |
| I did not have the coursework or knowledge required of the job | 1 | 2 |
| I was offered a job related to my training but did not take it | 1 | 2 |

# Section D — Military Service

**64. Since leaving high school, have you served in the Armed Forces, in a Reserve or National Guard Unit, or have you been enrolled in one of the service academies (for example, West Point)?**

**(Circle one.)**

No ........................................................................1 } —*(SKIP to Section E, page 22)*
Yes, National Guard or Reserves but not active duty ..............2 }
Yes, active duty or service academy ..................................3

**65. Which branch of the Armed Forces did you enter?** (Write in): ____________________

**66. Did you enlist or were you drafted?**

**(Circle one.)**

I entered a service academy...............1 *(SKIP to q. 72) Next page*
I enlisted ..........................................2 When? __________(month)__________(year)
I was drafted .....................................3 When? __________(month)__________(year)

**67. When did you begin active duty?** __________(month) __________(year)

**68. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

No ........................................................................1 —*(SKIP to q. 70)*
Yes .......................................................................2

**69a. In which of the following fields have you received specialized schooling?**

**(Circle one.)**

Business (e.g., administration, management, clerical work, communications, personnel work, etc.) ..................1
Computer Technology (e.g., computer programming, computer operations, etc.) ..................................2
Health Professions (e.g., medical technology, occupational therapy, X-ray technology, pharmacy, etc.) ..................3
Mechanical and Engineering Technology (e.g., aircraft mechanics, automotive mechanics, construction, printing, drafting, machinist, electronics, etc.) ..................4
Services (e.g., food service, security work, aircraft control, etc.) ..................................5
Other (please specify: ______________________________).....6

**69b. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)**

**Name of program:** ______________________________ **MOS:** ____________

**70. What is the highest pay grade and specialty rating you have held?**

**Pay grade:** ______________________________ **Specialty rating:** ______________

71. **Have you taken any courses while in the Armed Forces that:**

(Circle one number on each line.)

| | Yes | No |
|---|---|---|
| Prepared you for the high school equivalency test? | 1 | 2 |
| Prepared you for equivalency tests that can be taken for college credit? | 1 | 2 |
| Were college-sponsored courses which gave college credits? | 1 | 2 |

72. **Do you plan to use the GI Bill to further your education?**

(Circle one.)

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Undecided | 3 |

73. **How satisfied are (were) you with the following aspects of your work in the Armed Forces?**

(Circle one number on each line.)

| | Very satisfied | Satisfied | Dissatisfied | Very dissatisfied |
|---|---|---|---|---|
| Pay and fringe benefits | 1 | 2 | 3 | 4 |
| Importance and interest of work | 1 | 2 | 3 | 4 |
| Working conditions | 1 | 2 | 3 | 4 |
| Opportunity for promotion and advancement in the Armed Forces | 1 | 2 | 3 | 4 |
| Opportunity for promotion and advancement in my specialty | 1 | 2 | 3 | 4 |
| Security and permanence | 1 | 2 | 3 | 4 |
| Opportunity for developing new skills | 1 | 2 | 3 | 4 |
| Work as a whole | 1 | 2 | 3 | 4 |

74. **Are you currently on active duty?**

| | |
|---|---|
| No (Date left: ____________ month ____________ year) | 1—*(SKIP to Section E) Next page* ⟶ |
| Yes | 2 |

75. **How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

| | |
|---|---|
| For a two-year tour of duty only | 1 |
| For a three- or four-year tour of duty | 2 |
| For more than one enlistment, but less than a full career | 3 |
| For a full career (20 years minimum) | 4 |
| Have not decided | 5 |

76. **What do you plan to do when you get out of the Armed Forces?**

(Circle one number on each line.)

| | Applies to me | Does not apply to me |
|---|---|---|
| Full- or part-time work | 1 | 2 |
| College, either full-time or part-time | 1 | 2 |
| Technical, vocational, or business or career training school, either full-time or part-time | 1 | 2 |
| Registered apprenticeship or on-the-job training program | 1 | 2 |
| Retire | 1 | 2 |
| Undecided | 1 | 2 |
| Other (please specify: ______________________________) | 1 | 2 |

# Section E — Information About The Past

**77. Have your (a) parents or guardians or have your (b) friends your own age either encouraged or discouraged you in doing the following things since you left high school?**

| (a) PARENTS OR GUARDIANS (Circle one number on each line.) | | | | | (b) FRIENDS YOUR OWN AGE (Circle one number on each line.) | | | |
|---|---|---|---|---|---|---|---|---|
| Encouraged | Discouraged | Both | Neither | | Encouraged | Discouraged | Both | Neither |
| 1 | 2 | 3 | 4 | Getting a job or going to work | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Going to school for vocational or technical training | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Going to college for an academic education | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Getting married | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Entering the Armed Forces | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Traveling or taking a break | 1 | 2 | 3 | 4 |

**78. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.**

**(Circle one number on each line.)**

| | None or grade school only | High School | | Vocational, trade, business, or career program in a school or college | | Academic programs | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Did not finish | Finished | Less than two years | Two years or more | Some college (including two-year degree) | Finished college (four-or five-year degree) | Master's degree or equivalent | Ph. D., M.D., or equivalent |
| **Father** or male guardian | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **Mother** or female guardian | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

**79. Please describe below the job most recently held by your father (or male guardian), even if he is retired, deceased, or disabled.**

a. For **whom** does (or did) he work? (Name of company, business, organization, or other employer)

(Write in): ____________________

b. What **kind of business** or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): ____________________

c. What kind of **job or occupation** does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): ____________________

d. What are (or were) his most frequent **activities or duties** on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): ____________________

**80. Did your mother (or female guardian) usually work during the following periods of your life?**

**(Circle one number on each line.)**

| | Did not work | Worked part-time | Worked full-time | Does not apply |
|---|---|---|---|---|
| When you were in high school | 1 | 2 | 3 | 4 |
| When you were in elementary school | 1 | 2 | 3 | 4 |
| Before you went to elementary school | 1 | 2 | 3 | 4 |

**81. Did you formally apply for admission (fill out a form and send it in) to any college or other school at any time before October 1973?**

No ........................................ 1 — *(SKIP to q. 85) Next page* →
Yes ........................................ 2

**82a. When you first applied, what was the name and address of the FIRST school or college of your choice?**

Name: ______________________________
Address: ______________________________
(city) (state)

**82b. Were you accepted for admission at this school?**

**(Circle one.)**

Yes, and attended ........................................ 1
Yes, but this school did not have enough room ........................................ 2
Yes, but did not attend for other reasons ........................................ 3
No, was not accepted ........................................ 4

**82c. Did you apply for financial aid at this school?**

**(Circle one.)**

No ........................................ 1 } — *(SKIP to q. 83a)*
Yes, but was offered no financial aid ........................................ 2 }
Yes, and was offered financial aid ........................................ 3

**82d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")**

Scholarship: $__________ Loan: $__________ Promised job: $__________

**83a. At that time, what was the name and address of your SECOND CHOICE school or college?**

I applied to only one school ........................................ 1 — *(SKIP to q. 85) Next page* →

Name: ______________________________
Address: ______________________________
(city) (state)

**83b. Were you accepted for admission at this school?**

**(Circle one.)**

Yes, and attended ........................................ 1
Yes, but this school did not have enough room ........................................ 2
Yes, but did not attend for other reasons ........................................ 3
No, was not accepted ........................................ 4

**83c. Did you apply for financial aid at this school?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *(SKIP to q. 84a)* |
| Yes, but was offered no financial aid | 2 | |
| Yes, and was offered financial aid | 3 | |

**83d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")**

Scholarship: $__________ Loan: $__________ Promised job: $__________

**84a. At that time, what was the name and address of your THIRD CHOICE school or college?**

I applied to only two schools ........ 1 — *(SKIP to q. 85)*

Name: ______________________________

Address: ______________________________

(city) (state)

**84b. Were you accepted for admission at this school?**

**(Circle one.)**

| | |
|---|---|
| Yes, and attended | 1 |
| Yes, but this school did not have enough room | 2 |
| Yes, but did not attend for other reasons | 3 |
| No, was not accepted | 4 |

**84c. Did you apply for financial aid at this school?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *(SKIP to q. 85)* |
| Yes, but was offered no financial aid | 2 | |
| Yes, and was offered financial aid | 3 | |

**84d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")**

Scholarship: $__________ Loan: $__________ Promised job: $__________

**85. How helpful were your high school's counseling services in each of the following areas?**

**(Circle one number on each line.)**

| | Services NOT available | Services available but NOT consulted | SERVICES CONSULTED AND... Very helpful | Helpful | NOT helpful |
|---|---|---|---|---|---|
| Learning how my interests and abilities fit with different jobs or occupations | 1 | 2 | 3 | 4 | 5 |
| Finding out where to train for the job or occupation I wanted | 1 | 2 | 3 | 4 | 5 |
| Placing me in a job or helping me to find employment | 1 | 2 | 3 | 4 | 5 |
| Finding out the schools or colleges I qualified for which suited my abilities and interests | 1 | 2 | 3 | 4 | 5 |
| Finding out about costs at different schools or colleges and how to obtain financial aid | 1 | 2 | 3 | 4 | 5 |
| Obtaining financial aid to go to school or college | 1 | 2 | 3 | 4 | 5 |
| Recommending fields of work likely to have expanding employment opportunities | 1 | 2 | 3 | 4 | 5 |

**86. Which of the following best describes your high school program?**

| | (Circle one.) |
|---|---|
| General | 1 |
| Academic or college preparatory | 2 |
| Vocational or technical: | |
| Agricultural occupations | 3 |
| Business or office occupations | 4 |
| Distributive education | 5 |
| Health occupations | 6 |
| Home economics occupations | 7 |
| Trade or industrial occupations | 8 |

**87. Which of the following best describes how well you did in all of your course work while in high school?**

| | (Circle one.) |
|---|---|
| Mostly A (a numerical average of 90-100) | 1 |
| About half A and half B (85-89) | 2 |
| Mostly B (80-84) | 3 |
| About half B and half C (75-79) | 4 |
| Mostly C (70-74) | 5 |
| About half C and half D (65-69) | 6 |
| Mostly D (60-64) | 7 |
| Mostly below D (below 60) | 8 |

**88. When you were a senior in high school, how many hours per week on the average did you work in a paid or unpaid job? Do NOT include work while in a vacation period.**

| | (Circle one.) |
|---|---|
| None | 0 |
| Less than 6 hours | 1 |
| 6 to 10 hours | 2 |
| 11 to 15 hours | 3 |
| 16 to 20 hours | 4 |
| 21 to 25 hours | 5 |
| 26 to 30 hours | 6 |
| More than 30 hours | 7 |

**89. When you were a senior in high school, did you participate in any of the following types of activities, either in or out of school?**

(Circle one number on each line.)

| | Did NOT participate | Participated actively | Participated as a leader or officer |
|---|---|---|---|
| Athletic teams, intramurals, letterman's club, sports club | 1 | 2 | 3 |
| Cheerleaders, pep club, majorettes | 1 | 2 | 3 |
| Debating, drama, band, chorus | 1 | 2 | 3 |
| Hobby clubs such as photography, model building, hot rod, electronics, crafts | 1 | 2 | 3 |
| Honorary clubs such as Beta Club or National Honor Society | 1 | 2 | 3 |
| School newspaper, magazine, yearbook, annual | 1 | 2 | 3 |
| School subject matter clubs such as science, history, language, business, art | 1 | 2 | 3 |
| Student council, student government, political club | 1 | 2 | 3 |
| Vocational education clubs such as Future Homemakers, Future Teachers, Future Farmers of America, DECA, OEA, FBLA, or VICA | 1 | 2 | 3 |

**90. When did you first decide whether or not you would go to college?**

| | (Circle one.) |
|---|---|
| I decided before the 10th grade | 1 |
| I decided in the 10th grade | 2 |
| I decided in the 11th grade | 3 |
| I decided in the 12th grade (senior year) | 4 |
| I decided after leaving high school | 5 |
| I'm still undecided | 6 |

**91. When you were still a senior in high school, what did most of your close friends plan to do after finishing high school?**

| | (Circle one.) |
|---|---|
| Enter the military service | 1 |
| Go to vocational, technical, business, or trade schools | 2 |
| Become full-time homemakers | 3 |
| Go to college | 4 |
| Enter apprenticeships or on-the-job training programs | 5 |
| Go to work full-time | 6 |
| I don't know | 7 |
| Other | 8 |

**92. As far as you remember, when you were a senior in high school, how much schooling did your father or mother (or guardian) want you to get?**

(Circle one number on each line.)

| | Don't know, or Does not apply | High School | | Vocational, trade, business, or career program in a school or college | | Academic programs | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | NOT finish | Finish | Less than two years | Two years or more | Some college (including two-year degree) | Finish college (four-or five-year degree) | Master's degree or equivalent | Ph. D., M.D., or equivalent |
| **Father** or male guardian | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **Mother** or female guardian | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

**93. What is the approximate income before taxes of your parents (or guardian)? Include taxable and nontaxable income from all sources.**

| | (Circle one.) |
|---|---|
| Less than $3,000 a year (about $60 a week or less) | 01 |
| Between $3,000 and $5,999 a year (from $60 to $119 a week) | 02 |
| Between $6,000 and $7,499 a year (from $120 to $149 a week) | 03 |
| Between $7,500 and $8,999 a year (from $150 to $179 a week) | 04 |
| Between $9,000 and $10,499 a year (from $180 to $209 a week) | 05 |
| Between $10,500 and $11,999 a year (from $210 to $239 a week) | 06 |
| Between $12,000 and $13,499 a year (from $240 to $269 a week) | 07 |
| Between $13,500 and $14,999 a year (from $270 to $299 a week) | 08 |
| Between $15,000 and $18,000 a year (from $300 to $359 a week) | 09 |
| Over $18,000 a year (about $360 a week or more) | 10 |

94. **Do your parents have the following in their home?**

**(Circle one number on each line.)**

| | **Yes** | **No** |
|---|---|---|
| A specific place for study | 1 | 2 |
| Daily newspaper | 1 | 2 |
| Dictionary | 1 | 2 |
| Encyclopedia or other reference books | 1 | 2 |
| Magazines | 1 | 2 |
| Record player | 1 | 2 |
| Tape recorder or cassette player | 1 | 2 |
| Color television | 1 | 2 |
| Typewriter | 1 | 2 |
| Electric dishwasher | 1 | 2 |
| Two or more cars or trucks that run | 1 | 2 |

95. **How do you describe yourself?**

**(Circle one.)**

| | |
|---|---|
| American Indian | 1 |
| Black or Afro-American or Negro | 2 |
| Mexican-American or Chicano | 3 |
| Puerto Rican | 4 |
| Other Latin-American origin | 5 |
| Oriental or Asian-American | 6 |
| White or Caucasian | 7 |
| Other | 8 |

96. **Is English the language spoken most often in your parents' home?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

97. **What religion were you brought up in?**

**(Circle one.)**

| | |
|---|---|
| Protestant | 1 |
| Roman Catholic | 2 |
| Other Christian | 3 |
| Jewish | 4 |
| None | 5 |
| Other (please specify ______________________) | 6 |

98. **When you were a senior in high school which of the following best described the location of the place in which you lived?**

**(Circle one.)**

| | |
|---|---|
| In a rural or farming community | 1 |
| In a small city or town of fewer than 50,000 people that is not a suburb of a larger place | 2 |
| In a medium-sized city (50,000-100,000 people) | 3 |
| In a suburb of a medium-sized city | 4 |
| In a large city (100,000-500,000 people) | 5 |
| In suburb of a large city | 6 |
| In a very large city (over 500,000 people) | 7 |
| In a suburb of a very large city | 8 |

99. **During your senior year in high school did you have a physical condition that limited the kind and amount of work you could do on a job?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**The OPERATION FOLLOW-UP staff would like to get in touch with you again next year to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on the next page. This information will be kept in strict confidence and will only be used for future survey purposes.**

## Section F — Background Information

Please PRINT the name, address, and telephone number where you can most usually be reached during the coming year.

| | | |
|---|---|---|
| Name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

Please PRINT the name, address and telephone number of your parents.

| | | |
|---|---|---|
| Name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

| | | |
|---|---|---|
| Name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

| | | |
|---|---|---|
| Name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

**Please give the following information about yourself.**

(a) Date of birth ________________ (month) ________________ (day) ________________ (year)

(b) Sex: (Circle one.) Male............1
Female.........2

(c) Social Security No. ________________________

(d) Driver's License No. ______________________ State ________________

(e) When did you complete this questionnaire? ____________ (month) ____________ (day) ____________ (year)

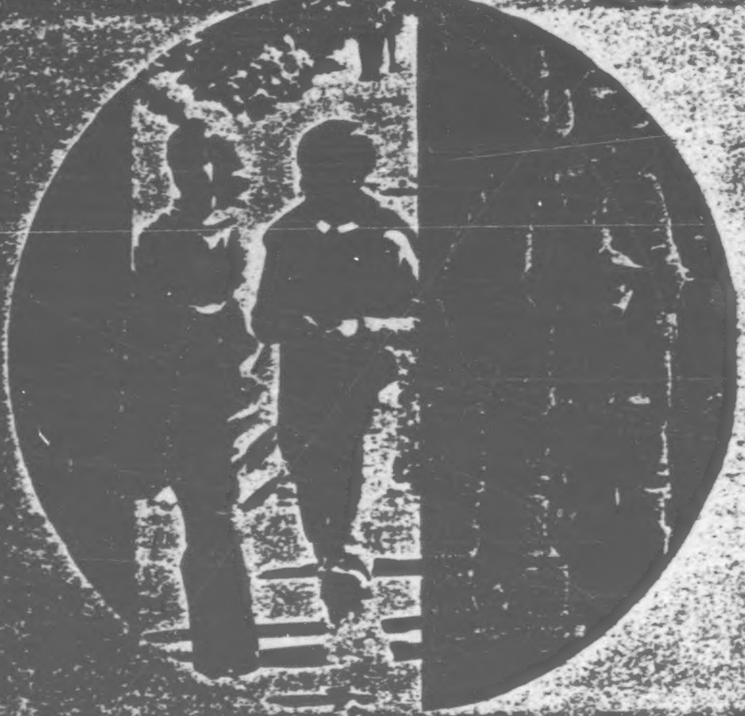
**THANK YOU FOR YOUR COOPERATION**

**THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972**

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by [illegible] engaged in and for the purposes of [illegible], and will not be disclosed or [illegible] to others for any purposes.

O.M.B. No. 51-S-7403
APPROVAL EXPIRES SEPT. 197

OPERATION FOLLOW-UP



[illegible] HIGH SCHOOL CLASS OF 1972

# Second Follow-Up Questionnaire

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE ☐ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1974

OE FORM 2367-2
MRC 4023

National Center for Educational Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

## DIRECTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Education & Training
C. Work Experience
D. Family Status
E. Military Service
F. Activities and Opinions
G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

**Why did you leave high school?**

**(Circle one number on each line.)**

| | **My Reasons** | **Not My Reasons** |
|---|---|---|
| Graduated | [✓ 1] | 2 |
| Entered college | 1 | [✓ 2] |
| Went to work | [✓ 1] | 2 |

When you complete this questionnaire, please return it to:

**OPERATION FOLLOW-UP**
**Research Triangle Institute**
**Post Office Box 12036**
**Research Triangle Park, North Carolina 27709**

A post-paid and pre-addressed envelope is enclosed for your convenience.

# Section A: General Information

**FACTS ABOUT YOU IN OCTOBER 1974**

1. **What were you doing the first week of October 1974?**

**(Circle as many as apply.)**

Working for pay at a full-time or part-time job .................... 1
Taking academic courses at a two- or four-year college .......... 2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) .................................... 3
On active duty in the Armed Forces (or service academy) ........ 4
Homemaker .................................................. 5
Temporary lay-off from work, looking for work, or waiting to report to work ............................................ 6
Other (describe: ______________________________) .... 7

2. **How would you describe your living quarters as of the first week of October 1974?**

**(Circle one.)**

Private house, apartment, or mobile home ....................... 1
Dormitory or apartment operated by a school or college .......... 2
Fraternity or sorority house ...................................... 3
Rooming or boarding house ...................................... 4
Military service barracks, on board ship, etc. .................. 5
Other (describe: ______________________________) .... 6

3. **With whom did you live as of the first week of October 1974?**

**(Circle one.)**

By myself ...................................................... 1
With my parents ............................................... 2
With my husband or wife ........................................ 3
With parents and husband or wife ............................... 4
With other relatives ............................................ 5
With person(s) not related to me ............................... 6

4. **Which of the following best describes the location of the place where you lived in the first week of October 1974?**

**(Circle one.)**

| | |
|---|---|
| In a rural or farming community | 1 |
| In a small city or town of fewer than 50,000 people that is not a suburb of a larger place | 2 |
| In a medium-sized city (50,000-100,000 people) | 3 |
| In a suburb of a medium-sized city | 4 |
| In a large city (100,000-500,000 people) | 5 |
| In a suburb of a large city | 6 |
| In a very large city (over 500,000 people) | 7 |
| In a suburb of a very large city | 8 |
| A military base or station | 9 |

5. **Is this the SAME city or community where you lived a year ago in October 1973?**

| | | |
|---|---|---|
| Yes | 1 | *GO TO Q. 8* |
| No | 2 | *GO TO Q. 6* |

6. **How far is this from where you lived in October 1973?**

**(Circle one.)**

| | |
|---|---|
| Less than 50 miles | 1 |
| 50 to 99 miles | 2 |
| 100 to 199 miles | 3 |
| 200 to 499 miles | 4 |
| 500 miles or more | 5 |

7. **What was the main reason you moved to the place where you live now?**

**(Circle one.)**

| | |
|---|---|
| To find or take a job | 1 |
| To go to school | 2 |
| To follow my parents or spouse to a new location | 3 |
| Other (specify: ______________________________) | 4 |

8. **How do you describe yourself?**

**(Circle one.)**

| | |
|---|---|
| American Indian | 1 |
| Black or Afro-American or Negro | 2 |
| Mexican-American or Chicano | 3 |
| Puerto Rican | 4 |
| Other Latin-American origin | 5 |
| Oriental or Asian-American | 6 |
| White or Caucasian | 7 |
| Other | 8 |

# Section B: Education & Training

This section asks information about your training and education. The emphasis is on your school experiences from October 1973 through October 1974. (Persons in the military service should also answer the questions in this section.)

**SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1974**

9. **From October 1973 through October 1974 were you enrolled in or did you take classes at any school like a college or university, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

No ............... 1 *GO TO Q. 58, p. 10*
Yes ............. 2 *GO TO Q. 10* ⟶

10. **Did you attend school in the first week of October 1974?**

No ......................... 1 *GO TO Q. 32, p. 7*
Yes ......................... 2 *GO TO Q. 11*

11. **What is the exact name and location of the school you were attending in the first week of October 1974? (Please print and do not abbreviate.)**

School Name: ____________________________________

City: ____________________________ State: ______________

12. **What kind of school is this?**

**(Circle one.)**

Vocational, trade, business, or other career training school ......................... 1
Junior or community college (two-year) ........... 2
Four-year college or university .......................... 3
Other (describe: ______________________ ) .. 4

13. **Were you attending this school as part of an Armed Forces training program?**

Yes ............. 1
No ............... 2

14. **When did you first attend this school?** ______________ (month) ______________ (year)

15. **Are you currently attending this school?**

Yes ............. 1
No ............... 2 Date left: ______________ (month) ______________ (year)

16. **During the first week of October 1974, were you classified by this school as a full-time student?**

Yes ......................... 1
No ......................... 2
Don't know .............. 3

17. **During October 1974, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

______________ Hours per week

**18. At that time how were you classified by your school?**

| | (Circle one.) |
|---|---|
| Freshman (First-year Student) | 1 |
| Sophomore (Second-year Student) | 2 |
| Junior (Third-year Student) | 3 |
| Senior (Fourth-year Student) | 4 |
| Special Student | 5 |
| Other classification (specify: ____________________) | 6 |
| My school doesn't classify students | 7 |

**19. As of the first week of October 1974, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ______________________________________________

**20. Please select below the category which best describes this field or area.**

| | (Circle one.) |
|---|---|
| **Agriculture and Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupational therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **OTHER field or area** (specify: ______________________________) | 14 |
| **UNDECIDED** | 15 |

**21. This (above) is:**

| | |
|---|---|
| An ACADEMIC program (typically leads to a 4-or 5-year Bachelor's degree) | 1 |
| A VOCATIONAL program (does not lead to a Bachelor's degree) | 2 |

**22. How long does it normally take one to complete this program of studies from beginning to end?**

| | (Circle one.) |
|---|---|
| Less than one year | 0 |
| One year | 1 |
| Two years | 2 |
| Three years | 3 |
| Four years | 4 |
| More than 4 years | 5 |

**23. As of the first week of October 1974, what kind of certificate, license, diploma, or degree were you studying for?**

| | (Circle as many as apply.) | (Year expect to complete.) |
|---|---|---|
| None | 1 | |
| A certificate (specify in what: ________) | 2 | (________) |
| A license (specify in what: ________) | 3 | (________) |
| A two-year or three-year vocational degree or diploma | 4 | (________) |
| A two-year academic degree | 5 | (________) |
| A four-year or five-year college Bachelor's degree | 6 | (________) |
| Other (specify: ________) | 7 | (________) |

**24. Was your field of study or training area in October 1974 the same as it was a year ago in October 1973?**

| | (Circle one.) | |
|---|---|---|
| Yes | 1 | *GO TO Q 26* |
| No, I hadn't decided upon a field or area a year ago | 2 | |
| No, I wasn't enrolled in school a year ago | 3 | *GO TO Q. 28, next page* |
| No, I changed my field or area during the year | 4 | *GO TO Q. 25* |

**25. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?**

(Circle one number on each line.)

| | | My Reasons | NOT My Reasons |
|---|---|---|---|
| a. | Courses more difficult than I expected | 1 | 2 |
| b. | Met people with new ideas | 1 | 2 |
| c. | Poor advice on original choice | 1 | 2 |
| d. | Lack of information on jobs related to original choice | 1 | 2 |
| e. | Content of courses different from what I expected | 1 | 2 |
| f. | New information about other fields of study or training areas | 1 | 2 |
| g. | Interest aroused by courses | 1 | 2 |
| h. | More jobs available for graduates in the field I changed to | 1 | 2 |
| i. | Better jobs available for graduates in the field I changed to | 1 | 2 |
| j. | Other (specify: ________) | 1 | 2 |

**26. Was the school you attended in the first week of October 1974 the SAME school you attended a year ago in October 1973?**

| | | |
|---|---|---|
| Yes | 1 | *GO TO Q. 28, next page* |
| No, enrolled in different school in October 1973 | 2 | *GO TO Q. 27, next page* |

**27. What were your reasons for changing schools?**

(Circle one number on each line.)

| | My Reasons | NOT My Reasons |
|---|---|---|
| a. My interest changed, and my former school did not offer the course of study I wanted | 1 | 2 |
| b. Wanted to attend a less expensive school | 1 | 2 |
| c. My grades were too low to continue at the former school | 1 | 2 |
| d. Wanted to be at a smaller school | 1 | 2 |
| e. Wanted to be at a larger school | 1 | 2 |
| f. Wanted to attend school closer to home | 1 | 2 |
| g. Wanted to attend a school farther away from home | 1 | 2 |
| h. Wanted to attend a school that would give me better career opportunities | 1 | 2 |
| i. Wanted to attend a more prestigious school | 1 | 2 |
| j. Wanted to attend a school where I could maximize my intellectual and personal development | 1 | 2 |
| k. More group or social activities of interest | 1 | 2 |
| l. Transferred from a two-year to a four-year school to continue my education | 1 | 2 |
| m. Other (specify: ______________________) | 1 | 2 |

**28. During October 1974, were you working on a job(s) at the SAME TIME that you were going to school?**

No ........ 1 *GO TO Q. 32, next page*

Yes ........ 2 *GO TO Q. 29* ⟶

**29. At that time, how many hours per week did you normally work?**

(Circle one.)

| | |
|---|---|
| 1-5 hours per week | 1 |
| 6-10 hours per week | 2 |
| 11-15 hours per week | 3 |
| 16-20 hours per week | 4 |
| 21-34 hours per week | 5 |
| 35 or more hours per week | 6 |

**30. During October 1974, did you work for the school you were attending?**

(Circle one.)

| | |
|---|---|
| No | 1 |
| Yes, working for pay (only) | 2 |
| Yes, working off cost of tuition, housing or meals | 3 |
| Yes, both of the above | 4 |

**31. Did someone at the school (for example, a teacher, counselor, employment officer) help you find the job you had in October 1974?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

## ATTENDANCE AT OTHER SCHOOLS FROM OCTOBER 1973 TO OCTOBER 1974

**32. Besides any schools you may already have reported in this section, did you enroll in or take classes at any OTHER schools from October 1973 to October 1974? (Again include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.)**

No ............... 1 *GO TO Q. 38, next page*
Yes ............. 2 *GO TO Q. 33*

**33. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one (other) school, then give the one that you attended the longest.)**

School Name: ____________________________________________
City: ____________________________________ State: ______________

**34. What kind of school is this?**

**(Circle one.)**

Vocational, trade, business or other career training school ......... 1
Junior or community college (two-year) ............................. 2
Four-year college or university ...................................... 3
Other (describe: ______________________________) ..... 4

**35a. When did you first attend this school?** ______________ (month) ______________ (year)

**35b. Are you now attending this school?**

Yes ............. 1
No ............... 2 Date left: ______________ (month) ______________ (year)

**36. Did you withdraw from this school before you completed your studies?**

**(Circle one.)**

No .................................................................. 1 *GO TO Q. 38, next page*
Yes, but I have since returned to school ............................ 2 *GO TO Q. 37*
Yes, but I plan to return before October 1975 ..................... 3 *GO TO Q. 37*
Yes, and I do not plan to return before October 1975 ............. 4 *GO TO Q. 37*

**37. What were your reasons for withdrawing?**

**(Circle one number on each line.)**

| | **My Reasons** | **NOT My Reasons** |
|---|---|---|
| a. Became ill | 1 | 2 |
| b. Had financial difficulties | 1 | 2 |
| c. Was offered a good job | 1 | 2 |
| d. Got married or planned to get married | 1 | 2 |
| e. School work was not relevant to the real world | 1 | 2 |
| f. Wanted to get practical experience | 1 | 2 |
| g. Failing or not doing as well as I wanted | 1 | 2 |
| h. Wasn't really sure what I wanted to do | 1 | 2 |
| i. Transferred to another school | 1 | 2 |
| j. Other (describe: ______________________________) | 1 | 2 |

**38. With regard to your education and training during the past year, how satisfied as a whole are you with the following?**

**(Circle one number on each line.)**

| | Very satisfied | Somewhat satisfied | Neutral or no opinion | Somewhat dissatisfied | Very dissatisfied |
|---|---|---|---|---|---|
| a. The ability, knowledge, and personal qualities of most teachers | 1 | 2 | 3 | 4 | 5 |
| b. The social life | 1 | 2 | 3 | 4 | 5 |
| c. Development of my work skills | 1 | 2 | 3 | 4 | 5 |
| d. My intellectual growth | 1 | 2 | 3 | 4 | 5 |
| e. Counseling or job placement | 1 | 2 | 3 | 4 | 5 |
| f. The buildings, library, equipment, etc. | 1 | 2 | 3 | 4 | 5 |
| g. Cultural activities, music, art, drama, etc. | 1 | 2 | 3 | 4 | 5 |
| h. The intellectual life of the school | 1 | 2 | 3 | 4 | 5 |
| i. Course curriculum | 1 | 2 | 3 | 4 | 5 |

**39. Which of the following best describes how well you have done in all of your coursework or program from October 1973 through October 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

**(Circle one.)**

| | |
|---|---|
| Mostly A | 1 |
| About half A and half B | 2 |
| Mostly B | 3 |
| About half B and half C | 4 |
| Mostly C | 5 |
| About half C and half D | 6 |
| Mostly D or below | 7 |

**40. Have you had a teacher or instructor during this period who knows you well enough to write you a letter of reference or give you a recommendation for a job or for attendance at another school?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**41. Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?**

| | | |
|---|---|---|
| I don't know | 1 | *GO TO Q. 44, next page* |
| No | 2 | |
| Yes | 3 | *GO TO Q. 42* |

**42. Since leaving high school, about how many credits had you earned by October 1974?**

**(Write in.)**

______ Number of quarter hours

______ Number of semester hours

______ Number of other type of credits (specify type: ________________)

**43. Have you taken advantage of any of the following opportunities to accelerate your college program?**

**(Circle as many as apply.)**

| | |
|---|---|
| Have NOT accelerated my program | 1 |
| Began college work before finishing high school | 2 |
| Took an advanced placement course which would allow me to finish sooner | 3 |
| Received credit for a course just by taking a special exam | 4 |
| Took course work during summer school | 5 |
| Took extra courses during the regular school term | 6 |
| Other (specify: ____________________) | 7 |

## SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1974

**44. Considering just the 12-month period from Fall 1973 through Summer 1974, what is your estimate of how much it cost you to live and go to school? (If you were not in training or school during this time, check here ☐ and go to Q. 58, next page.)**

**Do not include costs after Summer 1974.**

**(Estimate the amount for each item. Write "none" where you had no expenses.)**

Tuition and fees ........ $ ______
Books and supplies ........ $ ______
Transportation to and from class from where I live while attending school ........ $ ______
Housing and meals ........ $ ______
All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc. ........ $ ______
HOW MUCH MONEY IS THIS IN TOTAL? ........ $ ______

**45. How many months were you in school from Fall 1973 through Summer 1974?** ______ (months)

**46. Considering just the period from Fall 1973 through Summer 1974, did you receive any kind of scholarship, fellowship, or grant to go to school?**

No ........ 1 *GO TO Q. 49*
Yes ........ 2 *GO TO Q. 47* →

**47. Check below which kind(s) of scholarship, fellowship, or grant you received.** (✓)

a) Basic Educational Opportunity Grant ........ ___
b) Supplemental Educational Opportunity Grant ........ ___
c) College scholarship or grant from college funds ........ ___
d) ROTC scholarship or stipend ........ ___
e) Nursing Scholarship Program ........ ___
f) Social Security Benefits (for students 18-22 who are children of disabled or deceased parents) ........ ___
g) Veteran's Administration War Orphans or Survivors Benefits Program ........ ___
h) Veterans Administration Direct Benefits (GI Bill) ........ ___
i) State scholarship ........ ___
j) Other scholarship or grant (write in: ______ ) ___

**48. How much was the total dollar value of the scholarship(s), fellowship(s) or grant(s) you received for this period?** $ ______

**49. Considering just the period from Fall 1973 through Summer 1974, did you receive a loan to go to school?**

No ........ 1 *GO TO Q. 52, next page*
Yes ........ 2 *GO TO Q. 50* →

**50. Check below which kind(s) of loan you obtained.** (✓)

a) Federal Guaranteed Student Loan ........ ___
b) State Loan ........ ___
c) Regular bank loan ........ ___
d) National Defense (Direct) Student Loan ........ ___
e) Nursing Student Loan ........ ___
f) School or College Loan ........ ___
g) Relatives or friends ........ ___
h) Other loan (write in: ______ ) ___

**51. How much was the total dollar value of the loan(s) you received for this period?** $ ______

**52.** **Considering just the period from Fall 1973 through Summer 1974, did you receive financial assistance (not a loan) from any relatives or friends to go to school?**

No ............. 1 *GO TO Q. 55*
Yes ............ 2 *GO TO Q. 53* ⟶

**53.** **Check the sources below from which you received this financial assistance.**

| | (✓) |
|---|---|
| a) Parents ............................................ | ___ |
| b) Husband or wife ................................ | ___ |
| c) Other family or friends ....................... | ___ |

**54.** **How much was the total dollar value of the financial assistance you received from family or friends for this period?** $ ________________

**55.** **Considering just the period from Fall 1973 through Summer 1974, did you pay any of the costs to go to school from money you had saved or earned?**

No ............. 1 *GO TO Q. 58*
Yes ............ 2 *GO TO Q. 56* ⟶

**56.** **Check below all that apply.**

| | (✓) |
|---|---|
| a) Own savings or summer earnings ................ | ___ |
| b) College work-study programs ..................... | ___ |
| c) Other earnings while taking courses ............ | ___ |

**57.** **How much was the total dollar value of your savings and earnings used during this period?**

$ ________________

## OTHER TRAINING

**58.** **From October 1973 to October 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

No ............. 1 *GO TO Q. 66, next page*
Yes ............ 2 *GO TO Q. 59*

**59.** **What type of training program(s) or course(s) have you participated in?**

**(Circle as many as apply.)**

| | |
|---|---|
| An Armed Forces training program ................................ | 1 |
| On-the-job training (a program of instruction during normal working hours) ................................................ | 2 |
| Formal Registered Apprenticeship (your state or labor union) .... | 3 |
| Manpower Development and Training (MDTA) .................... | 4 |
| Work Incentive (WIN) ............................................ | 5 |
| Neighborhood Youth Corps (NYC) ................................ | 6 |
| Other manpower program (specify: ____________________) .... | 7 |
| Correspondence course(s) ........................................ | 8 |
| Non-credit courses for personal enrichment ...................... | 9 |
| Other (specify: ________________________________) .... | 10 |

**60. Were you being trained for some type of work?**

No ............... 1 *GO TO Q. 62*
Yes ............. 2 *GO TO Q. 61*

**61. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ______________________________

**62. How long does (or did) this program last?**
**(Circle one.)**

Less than one month ........... 1
One to five months ............. 2
Six to eleven months ........... 3
One year or more ............... 4

**63. Have you completed this program?**
**(Circle one.)**

Yes ............................. 1
No, left without completing .... 2
No, still enrolled ............... 3

**64. Have you used this training on any job?**

Yes ....................... 1
No ....................... 2

**65. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?**
**(Circle one.)**

DOES NOT APPLY TO ME since my training was in the military or on-the-job ...... 1
I did not want or did not need help from the center in finding a job ................... 2
I wanted and needed help but did not receive any from the center ..................... 3
The center provided information on job openings in my field ........................... 4
The center put me directly in touch with possible employers or arranged a job for me ........................................................................ 5

**66. From October 1973 to October 1974, did you earn any certificate, license, diploma, or degree of any kind?**
**(Circle as many as apply.)**

No ........................................................................ 1
Yes, a certificate (specify in what: ____________________) .... 2
Yes, a license (specify in what: ____________________) .... 3
Yes, a two-year or three-year vocational degree or diploma ...... 4
Yes: a two-year academic degree ................................... 5
Yes, a four-year or five-year college Bachelor's degree .......... 6
Yes, other (specify: ____________________) .... 7

## USING YOUR TRAINING SINCE LEAVING HIGH SCHOOL

**67. Have you ever tried to find work on a job where you might use what you learned from any school or college you attended since leaving high school?**

No, because have NOT attended any school or college since leaving high school ...... 1 } *SKIP TO SECTION C, p. 13*
No, although I HAVE attended a school or college since leaving high school ........... 2 }
Yes ......................................................................... 3 *GO TO Q. 68*

**68. Did you try to find work for which you could use what you learned in school in the locality where you received your training?**

No ............. 1 *GO TO Q. 70, next page*
Yes ............ 2 *GO TO Q. 69, next page*

**69. What were your experiences in this locality (where you received your training) in trying to find work for which you could use your training?**

a. To be hired in this locality for this kind of work, does a person actually have to have the training?

(Circle one.)

Yes ........ 1
No ........ 2
Don't know ........ 3

b. Does a person have to have prior job experience doing this kind of work in order to get hired in this locality?

(Circle one.)

Yes ........ 1
No ........ 2
Don't know ........ 3

c. Do you think there are more people in this locality who can do this work than there are jobs for them, or are there more jobs than qualified people?

(Circle one.)

More people than jobs ........ 1
More jobs than people ........ 2
About the same ........ 3
Don't know ........ 4

d. About how many companies in this area are there that hire people to do this kind of work?

(Circle one.)

None ........ 0
Only one ........ 1
A few ........ 2
Many ........ 3
Don't know ........ 4

e. Do most of the new people hired by companies in this area live or go to school here, or do they come into the area to take the jobs?

(Circle one.)

Mostly local people ........ 1
Mostly from outside ........ 2
About equal numbers ........ 3
Don't know ........ 4

**70. Since leaving high school, have you tried to find work for which you could use your training somewhere other than in the locality where you received it, such as in another part of the state or another section of the country?**

Yes ........ 1
No ........ 2

**71. Did you find work for which you could use what you learned in school?**

(Circle one.)

No ........ 1 *SKIP TO SECTION C, next page*
Yes, in the locality where I received my training ........ 2
Yes, somewhere else ........ 3
Yes, both of the above ........ 4

*GO TO Q. 72* ⟶

**72. After receiving your training, how long did it take you to find this work?**

(Circle one.)

Before I completed my training ........ 1
Immediately, or within a few days ........ 2
One to four weeks ........ 3
One or two months ........ 4
Three to six months ........ 5
More than six months ........ 6

**73. How well did your training prepare you for this work?**

(Circle one.)

Very well ........ 1
Fairly well ........ 2
Not well at all ........ 3

# Section C: Work Experience

In this section, we would like to find out about the jobs you may have held from October 1973 through October 1974. Include full-time jobs, part-time jobs, apprenticeships, on-the-job-training, military service and so on.

**74. From October 1973 through October 1974, did you hold a job of any kind?**

No ................1 *GO TO Q. 91a, p. 15*
Yes ................2 *GO TO Q. 75* ⟶

**75. Were you working during the first week of October 1974?**

No ........................1 *GO TO Q. 91a, p. 15*
Yes, full-time ..............2 } *GO TO Q. 76*
Yes, part-time ..............3 }

**76. Please describe below the job you held during the first week of October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ______________________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ______________________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ______________________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ______________________________

e. Were you:

**(Circle one.)**

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? ..........1
A GOVERNMENT employee (Federal, State, county, or local institution or school) ..........2
Self-employed in your OWN business, professional practice, or farm ..........3
Working WITHOUT PAY in family business or farm? ..........4

f. When did you start working at this job? ____________ (month) ____________ (year)

g. Are you currently working at this job?
Yes ............1
No ..............2 Date left: ____________ (month) ____________ (year)

**77. How many hours did you usually work at this job in an average week?**

________ Hours per week

**78. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ __________ per week
(Earnings before deductions)

**79. How satisfied were you with the following aspects of this job?**

(Circle one number on each line.)

| | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|
| a. Pay and fringe benefits | 1 | 2 | 3 | 4 |
| b. Importance and challenge | 1 | 2 | 3 | 4 |
| c. Working conditions | 1 | 2 | 3 | 4 |
| d. Opportunity for promotion and advancement with this employer | 1 | 2 | 3 | 4 |
| e. Opportunity for promotion and advancement in this line of work | 1 | 2 | 3 | 4 |
| f. Opportunity to use past training and education | 1 | 2 | 3 | 4 |
| g. Security and permanence | 1 | 2 | 3 | 4 |
| h. Supervisor(s) | 1 | 2 | 3 | 4 |
| i. Opportunity for developing new skills | 1 | 2 | 3 | 4 |
| j. Job as a whole | 1 | 2 | 3 | 4 |
| k. The pride and respect I receive from my family and friends by being in this line of work | 1 | 2 | 3 | 4 |

**80. Not including on-the-job training, did you receive formal instruction to do this kind of work?**

No ............ 1 *GO TO Q. 85, next page*

Yes ............ 2 *GO TO Q. 81* ⟶

**81. Where did you receive this training?**

(Circle as many as apply.)

| | |
|---|---|
| High school | 1 |
| Vocational, trade, business, or other career training school | 2 |
| Junior or community college | 3 |
| Four-year college or university | 4 |
| Military service | 5 |
| Other (describe: ____________________) | 6 |

**82. What were your experiences while working on this job?**

(Circle one number on each line.)

| | My Experience | NOT My Experience |
|---|---|---|
| a. I have been able to apply most of what I learned in school | 1 | 2 |
| b. I would have liked more experience in my training before I started working | 1 | 2 |
| c. I received training different from the way it is done on the job | 1 | 2 |
| d. I was trained with tools or equipment not used on my job | 1 | 2 |
| e. I could have gotten my job without the training | 1 | 2 |
| f. I took coursework associated with my training which was not helpful in performing my job | 1 | 2 |
| g. Most of what I do on the job I learned to do in school | 1 | 2 |
| h. I consider myself doing as well as others with similar training | 1 | 2 |
| i. I consider going to school and getting the training a wise choice | 1 | 2 |

**83. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**84. Did the school at which you received your training for this job refer you to this job?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**85. Do you expect to be working in October 1975?**

No ....................1 } *GO TO Q. 88*
Don't know .........2 }
Yes ...................3 *GO TO Q. 86* ⟶

**86. Do you plan to work for the SAME EMPLOYER?**

Yes .........................1
No ...........................2
Don't know ...............3

**87. Do you plan to work at the SAME KIND OF WORK?**

Yes .........................1
No ...........................2
Don't know ...............3

**88. Were you working at any OTHER job in the first week of October 1974 at the SAME TIME as you held the job you described above?**

No ..........1 *GO TO Q. 92, next page*
Yes .........2 *GO TO Q. 89*

**89. How many hours did you usually work at this other job in an average week?** ________Hours per week

**90. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$____________per week
(Earnings before deductions)

**91a. If you did NOT hold a job during the first week of October 1974, what were the reasons? (If you DID hold a job at that time, check here ☐ and go to Q. 92.)**

**(Circle one number on each line.)**

| | | **My Reasons** | **NOT MY Reasons** |
|---|---|---|---|
| a. | Did not want to work | 1 | 2 |
| b. | On temporary layoff from work or waiting to report to work | 1 | 2 |
| c. | Was full-time homemaker | 1 | 2 |
| d. | Going to school | 1 | 2 |
| e. | Not enough job openings available | 1 | 2 |
| f. | Union restrictions | 1 | 2 |
| g. | Would have required moving | 1 | 2 |
| h. | Required work experience I did not have | 1 | 2 |
| i. | Jobs available offered little opportunity for career development | 1 | 2 |
| j. | Health problems or physical handicap | 1 | 2 |
| k. | Could not arrange child care | 1 | 2 |
| l. | Other family responsibilities (including pregnancy) | 1 | 2 |
| m. | Waiting to enter or in Armed Forces | 1 | 2 |
| n. | Not educationally qualified for types of work available | 1 | 2 |
| o. | There were jobs but none where I could use my training | 1 | 2 |

**91b. Were you looking for work during the first week of October, 1974?**

**(Circle one.)**

Yes, and did NOT work at any job during the period October 1973 to October 1974 ..........1 } *GO TO Q. 100b, p. 17*
No, and did NOT work at any job during the period October 1973 to October 1974 ..........2 }
Yes, and DID work at a job during the period October 1973 to October 1974 ..........3 } *GO TO Q. 92, next page*
No, and DID work at a job during the period October 1973 to October 1974 ..........4 }

**92. Besides any jobs you may already have reported in this section, were you working at any OTHER job between October 1973 and October 1974?**

No . . . . . . . . . . . . . . 1 *GO TO Q. 97, next page*
Yes . . . . . . . . . . . . . 2 *GO TO Q. 93*

**93. Please describe below this other job (the most recent one during that period).**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ______________________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ______________________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ______________________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ______________________________

e. When did you start working at this job? ____________ (month) ____________ (year)

f. When did you leave this job? ____________ (month) ____________ (year)

**94. How many hours did you usually work at this job in an average week?**

__________ Hours per week

**95. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ ____________ per week
(Earnings before deductions)

**96. How important were the following as reasons for your leaving this job?**

**(Circle one number on each line.)**

| | **Very Important** | **Somewhat Important** | **Not Important** |
|---|---|---|---|
| a. Poor pay or fringe benefits | 1 | 2 | 3 |
| b. Lack of importance and challenge | 1 | 2 | 3 |
| c. Poor working conditions | 1 | 2 | 3 |
| d. Lack of opportunity for promotion and advancement with this employer | 1 | 2 | 3 |
| e. Lack of opportunity for promotion and advancement with this line of work | 1 | 2 | 3 |
| f. No or little opportunity to use past training and education | 1 | 2 | 3 |
| g. Lack of security or permanence | 1 | 2 | 3 |
| h. Dissatisfied with my supervisor(s) | 1 | 2 | 3 |
| i. Lack of opportunity for developing new skills | 1 | 2 | 3 |
| j. Unhappy with the job as a whole | 1 | 2 | 3 |
| k. Moved to another location | 1 | 2 | 3 |
| l. I was laid off or fired | 1 | 2 | 3 |
| m. Went back to school or college | 1 | 2 | 3 |
| n. Got married or had a baby | 1 | 2 | 3 |
| o. Left to obtain a better job | 1 | 2 | 3 |
| p. Other (specify: ______________________) | 1 | 2 | 3 |

97. **During the entire 52-week period from October 1973 to October 1974, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)**

______ Number of weeks

98. **During the same 52-week period from October 1973 to October 1974, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)**

______ Number of employers

99. **During the same 52-week period from October 1973 to October 1974, about how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?**

______ Number of weeks

## LOOKING FOR WORK

100a. **Were you employed during the month of September 1974?**

Yes..........1
No ...........2

100b. **Were you looking for work during the month of September 1974?**

No...............1 *GO TO Q. 102*
Yes ..............2 *GO TO Q. 101* ⟶

101. **How long had you been looking for work as of the end of September 1974?**

**(Circle one.)**

Less than 2 weeks ........................1
2-4 weeks..........................................2
5-9 weeks..........................................3
10 weeks or more..............................4

102. **Would you be willing to move to another city or community for a job?**

Yes..........1
No ...........2

103. **At any time from October 1973 through October 1974, were you looking for work or for a different job or employer?**

No ...........1 *SKIP TO SECTION D, next page*
Yes..........2 *GO TO Q. 104*

104. **What methods were useful to you?**

**(Circle one number on each line.)**

| | Used and Obtained Job | Used But Did NOT Obtain Job | Did NOT Use |
|---|---|---|---|
| a. School or college placement service | 1 | 2 | 3 |
| b. Professional periodicals or organizations | 1 | 2 | 3 |
| c. Civil Service applications | 1 | 2 | 3 |
| d. Public employment service | 1 | 2 | 3 |
| e. Private employment agency | 1 | 2 | 3 |
| f. Community action or welfare groups | 1 | 2 | 3 |
| g. Newspaper, TV or radio ads | 1 | 2 | 3 |
| h. Direct application to employers | 1 | 2 | 3 |
| i. Registration with a union | 1 | 2 | 3 |
| j. Friends or relatives | 1 | 2 | 3 |
| k. Attendance at job fairs | 1 | 2 | 3 |
| l. Other (specify: ______) | 1 | 2 | 3 |

# Section D: Family Status

**105. What was your marital status, as of the first week of October 1974?**

**(Circle one.)**

| | | |
|---|---|---|
| Never married, but plan to be married within the next 12 months | 1 | *GO TO Q. 110, next page* |
| Never married, and don't plan to be married within the next 12 months | 2 | |
| Divorced, widowed, separated | 3 | |
| Married | 4 | *GO TO Q. 106* |

**106. When were you first married?** ________ (month) ________ (year)

**107. As of October 1974, what was your husband or wife doing?**

**(Circle as many as apply.)**

Working for pay at a full-time or part-time job ..... 1
Taking academic courses at a two- or four-year college ..... 2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) ..... 3
On active duty in the Armed Forces (or service academy) ..... 4
Homemaker ..... 5
Temporary lay-off from work, looking for work, or waiting to report to work ..... 6
Other (describe: ________) ..... 7

**108. Please describe below the job your husband or wife held during October 1974. (If your spouse was not working, check here ☐ and go to Q. 109.)**

a. For whom did he/she work? (Name of company, business, organization, or other employer)
(Write in): ________

b. What kind of business or industry was this? (For example, retail store, manufacturer, state or city government, farming, etc.)
(Write in): ________

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, supervisor, police officer, civil engineer, farmer, teacher)
(Write in): ________

d. What were his/her most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)
(Write in): ________

**109. As of October 1974, what is the highest level of education that your husband or wife had attained?**

**(Circle one.)**

| | | |
|---|---|---|
| Some high school, or less | | 1 |
| Finished high school | | 2 |
| Vocational, trade, or business school | Less than two years | 3 |
| | Two years or more | 4 |
| College program | Some college (including two-year degree) | 5 |
| | Finished college (four- or five-year degree) | 6 |
| | Master's degree or equivalent | 7 |
| | Ph.D., M.D., or equivalent | 8 |

**110. Which of the following items do you have the use of (a) as your own because you (or your spouse) have bought them or have been given them, or (b) because they belong to your parents, roommates, dormitory, apartment building, etc?**

**(Circle one number on each line.)**

| | Have As My Own | Have But Don't Own | Don't Have Use Of |
|---|---|---|---|
| a. Daily newspaper | 1 | 2 | 3 |
| b. Dictionary | 1 | 2 | 3 |
| c. Encyclopedia or other reference books | 1 | 2 | 3 |
| d. Magazines | 1 | 2 | 3 |
| e. Record player | 1 | 2 | 3 |
| f. Tape recorder or cassette player | 1 | 2 | 3 |
| g. Color television | 1 | 2 | 3 |
| h. Typewriter | 1 | 2 | 3 |
| i. Electric dishwasher | 1 | 2 | 3 |
| j. Two or more cars or trucks that run | 1 | 2 | 3 |
| k. A specific place for study | 1 | 2 | 3 |

**111. Not including yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the first week of October 1974.**

**(Circle one.)**

0....1....2....3....4. or more

**112. As of the first week of October 1974, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**113. What is the best estimate of your income before taxes for ALL OF 1974? If you are married, include your spouse's income in the total, but do not include loans and gifts. Please make an entry on each line, either a dollar amount, or if you will receive no income from a source during 1974, write in the word "none".**

| **Source** | **Amount Will Receive** |
|---|---|
| Your own wages, salaries, commissions, and net income from a business or farm | $ ____________ |
| Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm | $ ____________ |
| All other income you and your spouse will receive (include interest, dividends, rental property income, public assistance, unemployment compensation, cash, gifts, scholarships, fellowships, etc.) | $ ____________ |

114. TOTAL INCOME YOU AND YOUR SPOUSE WILL RECEIVE $ ____________

**115. For the year of 1974, how satisfied as a whole have you been with the amount of money you have had to get along on?**

| | (Circle one.) |
|---|---|
| Very satisfied | 1 |
| Somewhat satisfied | 2 |
| Neutral or no opinion | 3 |
| Somewhat dissatisfied | 4 |
| Very dissatisfied | 5 |

**116. Not including home mortgages, did you owe money as of the first week of October 1974 for:**

(Circle one number on each line.)

| | None | Less than $100 | $100 to $499 | $500 to $999 | $1000 to $1999 | More than $2000 |
|---|---|---|---|---|---|---|
| a. Education or training | 0 | 1 | 2 | 3 | 4 | 5 |
| b. Other debts (car, rent, appliances, medical bills, and so on) | 0 | 1 | 2 | 3 | 4 | 5 |

**117. As of the first week of October 1974, how much money have you saved and plan to use for:**

(Circle one number on each line.)

| | None | Less than $100 | $100 to $499 | $500 to $999 | $1000 to $1999 | More than $2000 |
|---|---|---|---|---|---|---|
| a. Education or training | 0 | 1 | 2 | 3 | 4 | 5 |
| b. General savings or other plans | 0 | 1 | 2 | 3 | 4 | 5 |

**118. As of the first week of October 1974, how many children did you have?**

(Circle one.)

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 or more

**119. How many brothers do you have?**

(Circle one number on each line.)

| | | | | | | |
|---|---|---|---|---|---|---|
| a. Older brothers | 0 | 1 | 2 | 3 | 4 | 5 or more |
| b. Younger brothers | 0 | 1 | 2 | 3 | 4 | 5 or more |

**120. How many sisters do you have?**

(Circle one number on each line.)

| | | | | | | |
|---|---|---|---|---|---|---|
| a. Older sisters | 0 | 1 | 2 | 3 | 4 | 5 or more |
| b. Younger sisters | 0 | 1 | 2 | 3 | 4 | 5 or more |

## Section E: Military Service

**121. Since October 1973, have you served in the Armed Forces, or a Reserve or National Guard Unit?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *SKIP TO SECTION F, next page* |
| Yes, National Guard or Reserves but not active duty | 2 | |
| Yes, active duty | 3 | *GO TO Q. 122* |

**122. In which branch of the Armed Forces did you serve? (Write in):** ______________________

**123. When did you begin active duty?** ______________ (month) ______________ (year)

**124. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 126* |
| Yes | 2 | *GO TO Q. 125* |

**125. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)**

**Name of program:** ______________________________ **MOS:** __________

**126. What is the highest pay grade and specialty rating you have held?**

**Pay grade:** ______________ **Specialty rating:** ________________________

**127. Have you taken any courses while in the Armed Forces that:**

**(Circle one number on each line.)**

| | Yes | No |
|---|---|---|
| Prepared you for the high school equivalency test? | 1 | 2 |
| Prepared you for equivalency tests that can be taken for college credit? | 1 | 2 |
| Were college-sponsored courses which gave college credits? | 1 | 2 |

**128. Are you currently on active duty?**

| | | |
|---|---|---|
| No (Date left: ______________ month ______________ year) | 1 | *SKIP TO SECTION F, next page* |
| Yes | 2 | *GO TO Q. 129* |

**129. How long do you expect to be on active duty in the Armed Forces?**

**(Circle one.)**

| | |
|---|---|
| For a two-year tour of duty only | 1 |
| For a three- or four-year tour of duty | 2 |
| For more than one enlistment, but less than a full career | 3 |
| For a full career (20 years minimum) | 4 |
| Have not decided | 5 |

**130. What do you plan to do when you get out of the Armed Forces?**

**(Circle one number on each line.)**

| | My Plans | NOT my Plans |
|---|---|---|
| Full-time or part-time work | 1 | 2 |
| College, either full-time or part-time | 1 | 2 |
| Technical, vocational, or business or career training school, either full-time or part-time | 1 | 2 |
| Registered apprenticeship or on-the-job training program | 1 | 2 |
| Retire | 1 | 2 |
| Undecided | 1 | 2 |
| Other (specify: ______________________) | 1 | 2 |

# Section F: Activities and Opinions

131. **To what extent have you voluntarily participated in the following groups during the year October 1973 through October 1974? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)**

**(Circle one number on each line.)**

| | Active Participant | Member Only | Not At All |
|---|---|---|---|
| a. Youth organizations—such as Little League coach, scouting, etc. | 1 | 2 | 3 |
| b. Union, farm, trade or professional association | 1 | 2 | 3 |
| c. Political clubs or organizations | 1 | 2 | 3 |
| d. Church or church-related activities (not counting worship services) | 1 | 2 | 3 |
| e. Community centers, neighborhood improvement, or social-action associations or groups | 1 | 2 | 3 |
| f. Organized volunteer work—such as in a hospital | 1 | 2 | 3 |
| g. A social, hobby, garden, or card playing group | 1 | 2 | 3 |
| h. Sport teams or sport clubs | 1 | 2 | 3 |
| i. A literary, art, discussion, music, or study group | 1 | 2 | 3 |
| j. Educational organizations—such as PTA or an academic group | 1 | 2 | 3 |
| k. Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc. | 1 | 2 | 3 |
| l. A student government, newspaper, journal, or annual staff | 1 | 2 | 3 |
| m. Another voluntary group in which I participate | 1 | 2 | 3 |

132. **How do you feel about each of the following statements?**

**(Circle one number on each line.)**

| | Agree Strongly | Agree | Disagree | Disagree Strongly | No Opinion |
|---|---|---|---|---|---|
| a. I take a positive attitude toward myself | 1 | 2 | 3 | 4 | 5 |
| b. Good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 5 |
| c. I feel I am a person of worth, on an equal plane with others | 1 | 2 | 3 | 4 | 5 |
| d. I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 5 |
| e. Every time I try to get ahead, something or somebody stops me | 1 | 2 | 3 | 4 | 5 |
| f. Planning only makes a person unhappy since plans hardly ever work out anyway | 1 | 2 | 3 | 4 | 5 |
| g. People who accept their condition in life are happier than those who try to change things | 1 | 2 | 3 | 4 | 5 |
| h. On the whole, I'm satisfied with myself | 1 | 2 | 3 | 4 | 5 |

**133. What ways do you assure yourself of a good buy for your money?**

(Circle one number on each line.)

| | Regularly | Sometimes | Never |
|---|---|---|---|
| a. I compare prices and label information of similar products or services | 1 | 2 | 3 |
| b. I return merchandise that is unsatisfactory to the store where I bought it | 1 | 2 | 3 |
| c. I rely on brands or companies I know well even if they cost more | 1 | 2 | 3 |
| d. I follow leads in articles from Consumer Reports, Changing Times, or other such magazines | 1 | 2 | 3 |
| e. I check a company's reputation with the Better Business Bureau or consumer protection agency before agreeing to an expensive service or repair | 1 | 2 | 3 |
| f. I write to the manufacturer about the quality of the product if I'm unsatisfied | 1 | 2 | 3 |

**134. Generally speaking, how worthwhile are the following activities?**

(Circle one number on each line.)

| | Very Worthwhile | Somewhat Worthwhile | Not Worthwhile |
|---|---|---|---|
| a. Voting in local elections | 1 | 2 | 3 |
| b. Writing or talking to your representatives in the government | 1 | 2 | 3 |
| c. Voting when you are pretty sure your party won't win | 1 | 2 | 3 |
| d. Attending city council or county commission meetings | 1 | 2 | 3 |
| e. Signing petitions to change the way things are in your locality, state, or the whole nation | 1 | 2 | 3 |
| f. Working to register new voters | 1 | 2 | 3 |
| g. Becoming an active member of a political party | 1 | 2 | 3 |

**135. People often use the term "quality of life" to mean different things. How well does each of the following statements express what "quality of life" means to YOU?**

(Circle one number on each line.)

| | Exactly | Extremely Well | Very Well | Fairly Well | Not Very Well |
|---|---|---|---|---|---|
| a. Having enough money—to buy sufficient food, to dress as needed, and to have adequate shelter | 1 | 2 | 3 | 4 | 5 |
| b. Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep | 1 | 2 | 3 | 4 | 5 |
| c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources | 1 | 2 | 3 | 4 | 5 |
| d. Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities | 1 | 2 | 3 | 4 | 5 |
| e. Feeling free—not tied down by many personal or work responsibilities | 1 | 2 | 3 | 4 | 5 |
| f. Feeling personally safe from violence, injustice, or fraud | 1 | 2 | 3 | 4 | 5 |
| g. Having a chance to do the kind of work I really want to do in life | 1 | 2 | 3 | 4 | 5 |
| h. Having sustained personal relationships—loving and being loved | 1 | 2 | 3 | 4 | 5 |
| i. Living a life of honesty and moral integrity—doing what I think is right to do | 1 | 2 | 3 | 4 | 5 |
| j. Having the opportunity to read, think and discuss important questions about life values, etc. | 1 | 2 | 3 | 4 | 5 |
| k. Having the chance to get a good education | 1 | 2 | 3 | 4 | 5 |

**136. The following questions ask about your political pariticipation.**

**(Circle one number on each line.)**

| | **Frequently** | **Sometimes** | **Never** |
|---|---|---|---|
| a. When you talk with your friends, do you ever talk about public problems—that is, what's happening in the country or in your community? | 1 | 2 | 3 |
| b. Do you ever talk about public problems with any of the following people? | | | |
| Your family | 1 | 2 | 3 |
| People where you work | 1 | 2 | 3 |
| Community leaders, such as club or church leaders | 1 | 2 | 3 |
| c. Do you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders? | 1 | 2 | 3 |
| d. Have you ever talked to people to try to get them to vote for or against any candidate? | 1 | 2 | 3 |
| e. Have you ever given any money or bought tickets to help someone who was trying to win an election? | 1 | 2 | 3 |
| f. Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? | 1 | 2 | 3 |
| g. Have you ever done any work to help a candidate in his campaign? | 1 | 2 | 3 |
| h. Have you ever held an office in a political party or been elected to a government job? | 1 | 2 | 3 |

**137. Are you registered to vote?**

Yes ............1
No..............2

**138. Prior to October 1974, did you ever vote in a local, state, or national election?**

Yes ............1
No..............2

## OPINIONS ABOUT YOUR FUTURE

**139. What do you expect to be doing in October 1975?**

**(Circle as many as apply.)**

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Taking academic courses at a two- or four-year college | 2 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 3 |
| On active duty in the Armed Forces (or service academy) | 4 |
| Homemaker | 5 |
| Other (describe: ________________________) | 6 |

**140. As things stand now, how far in school do you think you actually will get?**

**(Circle one.)**

| | | |
|---|---|---|
| High school only | | 1 |
| Vocational, trade, or business school | Less than two years | 2 |
| | Two years or more | 3 |
| College program | Some college (including two-year degree) | 4 |
| | Finished college (four- or five-year degree) | 5 |
| | Master's degree or equivalent | 6 |
| | Ph.D., M.D., or equivalent | 7 |

**141. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?**

**(Circle one number on each line.)**

| | | Very Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| a. | Previous work experience in the area | 1 | 2 | 3 |
| b. | Relative or friend in the same line of work | 1 | 2 | 3 |
| c. | Job openings available in the occupation | 1 | 2 | 3 |
| d. | Work matches a hobby interest of mine | 1 | 2 | 3 |
| e. | Good income to start or within a few years | 1 | 2 | 3 |
| f. | Job security and permanence | 1 | 2 | 3 |
| g. | Work that seems important and interesting to me | 1 | 2 | 3 |
| h. | Freedom to make my own decisions | 1 | 2 | 3 |
| i. | Opportunity for promotion and advancement in the long run | 1 | 2 | 3 |
| j. | Meeting and working with sociable, friendly people | 1 | 2 | 3 |

**142. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

| | | (Circle one.) |
|---|---|---|
| a. | CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 1 |
| b. | CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 2 |
| c. | FARMER, FARM MANAGER | 3 |
| d. | HOMEMAKER OR HOUSEWIFE ONLY | 4 |
| e. | LABORER such as construction worker, car washer, sanitary worker, farm laborer | 5 |
| f. | MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 6 |
| g. | MILITARY such as career officer, enlisted man or woman in the Armed Forces | 7 |
| h. | OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant | 8 |
| i. | PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher | 9 |
| j. | PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher | 10 |
| k. | PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 11 |
| l. | PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter | 12 |
| m. | SALES such as salesperson, advertising or insurance agent, real estate broker | 13 |
| n. | SCHOOL TEACHER such as elementary or secondary | 14 |
| o. | SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter | 15 |
| p. | TECHNICAL such as draftsman, medical or dental technician, computer programmer | 16 |
| q. | NOT WORKING | 17 |

**143. Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 145, next page* |
| Yes | 2 | *GO TO Q. 144, next page* |
| Don't know | 3 | |

**144. If you wanted to get additional education, would any of the following be reasons why you could not do so?**

(Circle one number on each line.)

| | | My Reason | NOT My Reason |
|---|---|---|---|
| a. | I probably couldn't afford it | 1 | 2 |
| b. | I wouldn't be qualified (low grades, test scores, etc.) | 1 | 2 |
| c. | No school within commuting distance from my home | 1 | 2 |
| d. | I wouldn't have the time to do it | 1 | 2 |
| e. | I probably couldn't get released from my job to do it | 1 | 2 |
| f. | I wouldn't be sufficiently interested | 1 | 2 |

**145. Do you owe any money for an education or training loan for which your repayment schedule has begun?**

No ............. 1 *GO TO Q. 148*
Yes ............. 2 *GO TO Q. 146*

**146. When was your first payment due?**

____________ (month) __________ (year)

**147. Are you having or have you had any difficulty in meeting payments?**

No ............. 1
Yes ............. 2 (explain why: ________________________________)

**148. How important is each of the following to you in your life?**

(Circle one number on each line.)

| | | Very Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| a. | Being successful in my line of work | 1 | 2 | 3 |
| b. | Finding the right person to marry and having a happy family life | 1 | 2 | 3 |
| c. | Having lots of money | 1 | 2 | 3 |
| d. | Having strong friendships | 1 | 2 | 3 |
| e. | Being able to find steady work | 1 | 2 | 3 |
| f. | Being a leader in my community | 1 | 2 | 3 |
| g. | Being able to give my children better opportunities than I've had | 1 | 2 | 3 |
| h. | Living close to parents and relatives | 1 | 2 | 3 |
| i. | Getting away from this area of the country | 1 | 2 | 3 |
| j. | Working to correct social and economic inequalities | 1 | 2 | 3 |
| k. | Having leisure time to enjoy my own interests | 1 | 2 | 3 |
| l. | Having a good education | 1 | 2 | 3 |

## INFORMATION ABOUT THE PAST

**149. When you were in high school, how good a student did your teachers usually expect you to be?**

**(Circle one.)**

| | |
|---|---|
| One of the best students in my class | 1 |
| Above the middle of my class | 2 |
| In the middle of my class | 3 |
| Just good enough to get by | 4 |
| Expected me not to complete high school | 5 |

**150. When you were in the 1st, 6th, 9th, and 12th grades, about what percentage of the students in your class were white or Caucasian?**

**(Circle one number on each line.)**

| | None | 1 to 10% | 11 to 25% | 26 to 50% | 51 to 75% | 76 to 90% | 91 to 99% | All (100%) |
|---|---|---|---|---|---|---|---|---|
| a. In my 1st grade | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. In my 6th grade | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. In my 9th grade | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. In my 12th grade | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**151. When you were in high school, about how many of your teachers were white or Caucasian?**

**(Circle one.)**

| | |
|---|---|
| None | 0 |
| Some | 1 |
| About half | 2 |
| Most | 3 |
| All | 4 |

**152. Were you ever "bussed" to school for the purpose of racially integrating or racially balancing the student body of the school?**

**(Circle as many as apply.)**

| | |
|---|---|
| Yes, sometime during grades one through six | 1 |
| Yes, sometime during grades seven through 12 | 2 |
| No, I never was bussed for this purpose | 3 |

**153. The following items give you a chance to rate yourself on the degree to which you possess one of each pair of traits. For ratings on this scale, 1-4 refers to the trait on the far left side while 5-8 refers to the trait on the far right side. Let's take an example to show what you are saying when you circle a number from 1-8.**

| | |
|---|---|
| **Cheerful** | **Sad** |
| [✓ 1] 2 3 4 5 6 7 8 | |

[✓ 1] ... cheerful just about all the time.
2 ... cheerful most of the time.
3 ... often cheerful.
4 ... more often cheerful than sad.
5 ... more often sad than cheerful.
6 ... often sad.
7 ... sad most of the time.
8 ... sad just about all the time.

CIRCLE the ONE NUMBER that comes closest to saying how you would rate yourself.

**(Circle one number on each line.)**

| | | | |
|---|---|---|---|
| a. | **Inactive**<br>I lack drive, energy, vitality; I tend to be passive, and am without strong interests. | 1 2 3 4 5 6 7 8 | **Energetic**<br>I have unlimited energy, high drive, vitality; I need to be constantly active and interested in many activities. |
| b. | **Understanding of Others**<br>I am sympathetic about the feelings and problems of other persons: people come to me for advice when in trouble. | 1 2 3 4 5 6 7 8 | **Not Understanding of Others**<br>I am unaware of and uninterested in the feelings and problems of others; other persons do not come to me for advice. |
| c. | **Do Not Think Far Ahead**<br>I act impulsively without thinking of the consequences and frequently I am caught short because I have not foreseen the outcomes. | 1 2 3 4 5 6 7 8 | **Think Ahead**<br>I consider future possibilities and outcomes of my decisions before acting. |
| d. | **Self-Concerned**<br>I talk a lot about myself, think more about myself and what I want than about other people. I frequently am unaware of the rights and needs of other people. | 1 2 3 4 5 6 7 8 | **Other-Concerned**<br>I think of others and what they want; try to consider others' points of view; can compromise or adjust to demands of others. |
| e. | **Enthusiastic**<br>I am interested and excited about new events; get involved in activities easily and have strong interests. | 1 2 3 4 5 6 7 8 | **Unenthusiastic**<br>I do not get deeply involved or excited; I am mild; not much excites me. |
| f. | **Practical**<br>I have good judgment and common sense; I make practical and appropriate comments and decisions. | 1 2 3 4 5 6 7 8 | **Impractical**<br>I make impractical, inappropriate suggestions that don't consider all aspects of a problem. |
| g. | **Vague Thinking**<br>My thinking is vague, illogical, indefinite. | 1 2 3 4 5 6 7 8 | **Clear Thinking**<br>My thinking is clear, precise, and logical. |
| h. | **Personally Warm**<br>I tend to be sincere, friendly, emotionally responsive, sympathetic to others, affectionate, and enjoy other people. | 1 2 3 4 5 6 7 8 | **Personally Cold**<br>I tend to be distant, aloof, austere, and undemonstrative with others; I do not like to express affection or feelings and am more comfortable in impersonal situations. |
| i. | **Ambitious**<br>I set high goals for myself and am dissatisified when I do not accomplish all of them. When I finish one thing, I begin another right away. | 1 2 3 4 5 6 7 8 | **Unambitious**<br>I am unambitious and am easily satisifed with what I can accomplish. |

# Section G: Background Information

**Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.**

YOUR NAME:

ADDRESS:

CITY: STATE: ZIP:

TELEPHONE

| AREA CODE | NUMBER |
|---|---|
| | |

**Please PRINT the name, address and telephone number of your parents.**

YOUR PARENTS' NAME:

ADDRESS:

CITY: STATE: ZIP:

TELEPHONE

| AREA CODE | NUMBER |
|---|---|
| | |

**Please PRINT the names and address of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)**

NAME:

ADDRESS:

CITY: STATE: ZIP:

TELEPHONE

| AREA CODE | NUMBER |
|---|---|
| | |

NAME:

ADDRESS:

CITY: STATE: ZIP:

TELEPHONE

| AREA CODE | NUMBER |
|---|---|
| | |

**Please PRINT your spouse's full name (if you are married).**

SPOUSE'S FULL NAME:

**Please give the following information about yourself.**

(a) Date of birth ________ (month) ________ (day) ________ (year)

(b) Sex: (Circle one.) Male............1
Female.........2

(c) Social Security No. ________

(d) Driver's License No. ________ State ________

(e) When did you complete this questionnaire? ________ (month) ________ (day) ________ (year)

**THANK YOU FOR YOUR COOPERATION**

**THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972**

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

O.M.B. No. 051-S-76038
APPROVAL EXPIRES JUNE 30, 1978

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

# Third Follow-Up Questionnaire

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE ☐ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1976

OE FORM 2387-5
MRC 5493

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington D.C. 20202

## GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

- A. General Information
- B. Work Experience
- C. Education and Training
- D. Military Service
- E. Family Status
- F. Experiences and Opinions
- G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

**Why did you leave high school?** **(Circle one number on each line.)**

| | **My Reasons** | **NOT My Reasons** |
|---|---|---|
| Graduated | [✓ 1] | 2 |
| Entered college | 1 | [✓ 2] |
| Went to work | [✓ 1] | 2 |

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the **first week of October 1976?**" Because it has been two years since we last heard from you, we also ask some questions about what you were doing in **1975.** As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

(1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).

(2) Disclosure of this information by the respondent is subject to no penalty for not providing all or any part of the requested information.

(3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.

(4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Departmental Regulations (45 CRF 56) published in the *Federal Register*, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

**OPERATION FOLLOW-UP**
**Research Triangle Institute**
**Post Office Box 12036**
**Research Triangle Park, North Carolina 27709**

**THANK YOU FOR YOUR COOPERATION**

**A**
**START**

# SECTION A: GENERAL INFORMATION

1. **What were you doing the first week of October 1976?**

**(Circle as many as apply.)**

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Enrolled in graduate or professional school | 2 |
| Taking academic courses at a two- or four-year college | 3 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 4 |
| On active duty in the Armed Forces (or service academy) | 5 |
| Homemaker | 6 |
| Temporary layoff from work, looking for work, or waiting to report to work | 7 |
| Other (describe: ______________________________) | 8 |

2. **How would you describe your living quarters as of the first week of October 1976?**

**(Circle one.)**

| | |
|---|---|
| Private house or mobile home | 1 |
| Private apartment | 2 |
| Dormitory or apartment operated by a school or college | 3 |
| Fraternity or sorority house | 4 |
| Rooming or boarding house | 5 |
| Military service barracks, on board ship, etc. | 6 |
| Other (describe: ______________________________) | 7 |

3. **With whom did you live as of the first week of October 1976?**

**(Circle one.)**

| | |
|---|---|
| By myself | 1 |
| With my parents | 2 |
| With my husband or wife | 3 |
| With parents and husband or wife | 4 |
| With other relatives | 5 |
| With person(s) not related to me | 6 |

4. **Which of the following best describes the location of the place where you lived in the first week of October 1976?**

**(Circle one.)**

| | |
|---|---|
| In a rural or farming community | 1 |
| In a small city or town of fewer than 50,000 people that is not a suburb of a larger place | 2 |
| In a medium-sized city (50,000-100,000 people) | 3 |
| In a suburb of a medium-sized city | 4 |
| In a large city (100,000-500,000 people) | 5 |
| In a suburb of a large city | 6 |
| In a very large city (over 500,000 people) | 7 |
| In a suburb of a very large city | 8 |
| A military base or station | 9 |

5. **Is this the SAME city or community where you lived in October 1974?**

Yes .......................... 1 *GO TO Q. 8*
No .......................... 2 *CONTINUE WITH Q. 6*

6. **How far is this from where you lived in October 1974?**

**(Circle one.)**

Less than 50 miles .............................. 1
50 to 99 miles .............................. 2
100 to 199 miles .............................. 3
200 to 499 miles .............................. 4
500 miles or more .............................. 5

7. **What was the main reason you moved to the place where you live now?**

**(Circle one.)**

To find or take a job .............................. 1
Was transferred .............................. 2
Other job-related reason .............................. 3
To go to school .............................. 4
To follow my parents or spouse to a new location .............................. 5
To follow another relative or friend to a new location .............................. 6
Wanted a better place to live .............................. 7
Other (specify: ________________________________) .... 8

8. **Which of the following items do you have the use of as your own because you (or your spouse) have bought them or have been given them, or because they belong to your parents, roommates, dormitory, apartment building, etc.?**

**(Circle one number on each line.)**

| | Have As My Own | Have But Don't Own | Don't Have Use Of |
|---|---|---|---|
| a. Daily newspaper | 1 | 2 | 3 |
| b. Dictionary | 1 | 2 | 3 |
| c. Encyclopedia or other reference books | 1 | 2 | 3 |
| d. Magazines | 1 | 2 | 3 |
| e. Record player | 1 | 2 | 3 |
| f. Tape recorder or cassette player | 1 | 2 | 3 |
| g. Color television | 1 | 2 | 3 |
| h. Typewriter | 1 | 2 | 3 |
| i. Electric dishwasher | 1 | 2 | 3 |
| j. Two or more cars or trucks that run | 1 | 2 | 3 |

9. **Now please think back a year to Fall 1975. What were you doing in October 1975?**

**(Circle as many as apply.)**

Working for pay at a full-time or part-time job .............................. 1
Enrolled in graduate or professional school .............................. 2
Taking academic courses at a two- or four-year college .............................. 3
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) .............................. 4
On active duty in the Armed Forces (or service academy) .............................. 5
Homemaker .............................. 6
Temporary layoff from work, looking for work, or waiting to report to work .............................. 7
Other (describe: ________________________________) .... 8

# SECTION B: WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held in the two-year period from October 1974 through October 1976. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

## JOBS HELD IN OCTOBER 1976

**10. Did you hold a job of any kind during the first week of October 1976?**

**(Circle one.)**

Yes, working full-time (35 hours or more per week) ............... 1 } *GO TO Q. 13, next page*
Yes, working part-time (34 hours or fewer per week) ............... 2 } *GO TO Q. 13, next page*
Yes, but on temporary layoff from work or waiting to report to work ............... 3 } *GO TO Q. 13, next page*
No ............... 4 *CONTINUE WITH Q. 11*

**11. What were the reasons you were not working during the first week of October 1976?**

**(Circle one number on each line.)**

| | | My Reasons | NOT My Reasons |
|---|---|---|---|
| a. | Did not want to work | 1 | 2 |
| b. | Was full-time homemaker | 1 | 2 |
| c. | Going to school | 1 | 2 |
| d. | Not enough job openings available | 1 | 2 |
| e. | Required work experience I did not have | 1 | 2 |
| f. | Jobs available offered little opportunity for career development | 1 | 2 |
| g. | Health problems or physical handicap | 1 | 2 |
| h. | Could not arrange child care | 1 | 2 |
| i. | Other family responsibilities (including pregnancy) | 1 | 2 |
| j. | Not educationally qualified for types of work available | 1 | 2 |
| k. | There were jobs but none where I could use my training | 1 | 2 |
| l. | Spouse preferred that I didn't work | 1 | 2 |
| m. | Other (specify: ______________________________) | 1 | 2 |

**12. Were you looking for work during the first week of October 1976?**

**(Circle one.)**

Yes ............... 1 } *GO TO Q. 32, p. 7*
No, but DID look for work sometime during the month of September 1976 ............... 2 } *GO TO Q. 32, p. 7*
No, and did NOT look for work at any time during the month of September 1976 ............... 3 } *GO TO Q. 32, p. 7*

13. **Please describe below the job you held during the first week of October 1976. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ________________________________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ________________________________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ________________________________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ________________________________________

e. Were you:

**(Circle one.)**

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? .......... 1
A GOVERNMENT employee (Federal, State, county, or local institution or school)? .......... 2
Self-employed in your OWN business, professional practice, or farm? .......... 3
Working WITHOUT PAY in family business or farm? .......... 4

f. When did you start working at this job? __________ (month) __________ (year)

g. Are you currently working at this job?
Yes .......... 1
No .......... 2 Date left: __________ (month) __________ (year)

14. **How did you find this job?**

**(Circle as many as apply.)**

a. School or college placement service .......... 1
b. Professional periodicals or organizations .......... 2
c. Civil Service applications .......... 3
d. Public employment service .......... 4
e. Private employment agency .......... 5
f. Community action or welfare groups .......... 6
g. Newspaper, TV, or radio ads .......... 7
h. Direct application to employers .......... 8
i. Registration with a union .......... 9
j. Relatives .......... 10
k. Friends .......... 11
l. Other (specify: ____________________) .... 12

15. **How many hours did you usually work at this job in an average week?**

__________ Hours per week

16. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ __________ per week
(Earnings before deductions)

17. **The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day on your job?**

**(Circle one number on each line.)**

| | None | Very Little | Some | A Great Deal |
|---|---|---|---|---|
| Working with things (machinery, apparatus, art materials, etc.) | 1 | 2 | 3 | 4 |
| Doing paperwork (administrative, clerical, computational, etc.) | 1 | 2 | 3 | 4 |
| Working with ideas, thinking | 1 | 2 | 3 | 4 |
| Dealing with people (as part of the job) | 1 | 2 | 3 | 4 |

18. a. **About how many people were employed in the entire organization for which you worked? State or Federal employees give the approximate number of people in your Department, e.g., State, Commerce, Motor Vehicles, etc. Self-employed give the approximate number of your employees. (Circle one number in Column A.)**

b. **About how many of these people worked in the same plant or office as you? (Circle one number in Column B.)**

| | A. Total Organization | B. Same Plant or Office |
|---|---|---|
| I worked alone | 1 | 1 |
| Less than 10 | 2 | 2 |
| 10 - 99 | 3 | 3 |
| 100 - 499 | 4 | 4 |
| 500 - 999 | 5 | 5 |
| 1,000 - 2,499 | 6 | 6 |
| 2,500 and over | 7 | 7 |

19. **Please think of your supervisor or the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?**

| | (Circle one.) |
|---|---|
| My supervisor decided both what I did and how I did it | 1 |
| My supervisor decided what I did, but I decided how I did it | 2 |
| My supervisor gave me some freedom in deciding what I did and how I did it | 3 |
| I was more or less my own boss within the general policies of the organization | 4 |
| There was no such person | 5 |

20. **How many people did you supervise in your job? (Include all persons whose work you supervised as well as those for whose work you were held responsible.)**

____________ people

**21. How satisfied were you with the following aspects of this job?**

**(Circle one number on each line.)**

| | | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| a. | Pay and fringe benefits | 1 | 2 | 3 | 4 |
| b. | Importance and challenge | 1 | 2 | 3 | 4 |
| c. | Working conditions | 1 | 2 | 3 | 4 |
| d. | Opportunity for promotion and advancement with this employer | 1 | 2 | 3 | 4 |
| e. | Opportunity for promotion and advancement in this line of work | 1 | 2 | 3 | 4 |
| f. | Opportunity to use past training and education | 1 | 2 | 3 | 4 |
| g. | Security and permanence | 1 | 2 | 3 | 4 |
| h. | Supervisor(s) | 1 | 2 | 3 | 4 |
| i. | Opportunity for developing new skills | 1 | 2 | 3 | 4 |
| j. | Job as a whole | 1 | 2 | 3 | 4 |
| k. | The pride and respect I received from my family and friends by being in this line of work | 1 | 2 | 3 | 4 |

**22. Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 27, next page* |
| Yes | 2 | *CONTINUE WITH Q. 23* |

**23. Where did you receive this training?**

**(Circle as many as apply.)**

| | |
|---|---|
| High school | 1 |
| Vocational, trade, business, or other career training school | 2 |
| Junior or community college | 3 |
| Four-year college or university | 4 |
| Military service | 5 |
| Other (describe: ________________________________) | 6 |

**24. What were your experiences while working on this job?**

**(Circle one number on each line.)**

| | | My Experience | NOT My Experience |
|---|---|---|---|
| a. | I have been able to apply most of what I learned in school | 1 | 2 |
| b. | I would have liked more experience in my training before I started working | 1 | 2 |
| c. | I received training different from the way it was done on the job | 1 | 2 |
| d. | I was trained with tools or equipment not used on my job | 1 | 2 |
| e. | I could have gotten my job without the training | 1 | 2 |
| f. | I took coursework associated with my training which was not helpful in performing my job | 1 | 2 |
| g. | Most of what I did on the job I learned to do in school | 1 | 2 |
| h. | I consider myself doing as well as others with similar training | 1 | 2 |
| i. | I consider going to school and getting the training a wise choice | 1 | 2 |

**25. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?**

Yes .......................... 1
No .......................... 2
Don't know .................. 3

**26. Did the school at which you received your training for this job refer you to this job?**

Yes .......................... 1
No .......................... 2

**27. Do you expect to be working in October 1977?**

No .............. 1 } *GO TO Q. 29*
Don't know .... 2 }
Yes ............ 3 *CONTINUE WITH Q. 28* ⟶

**28. Do you plan to work at the SAME KIND OF WORK?**

Yes ................ 1
No .................. 2
Don't know .......... 3

**29. Were you working at a second job in the first week of October 1976 at the SAME TIME as you held the job you described above?**

No .......................... 1 *GO TO Q. 32*
Yes .......................... 2 *CONTINUE WITH Q. 30*

**30. How many hours did you usually work at this job in an average week?**

____________ Hours per week

**31. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ ____________ per week
(Earnings before deductions)

## JOBS HELD IN OCTOBER 1975

**32. Now please think back to Fall 1975. Did you hold a job of any kind during the month of October 1975?**

**(Circle one.)**

Yes, working full-time (35 hours or more per week) .............. 1 }
Yes, working part-time (34 hours or fewer per week) ............ 2 } *GO TO Q. 34, next page*
Yes, but on temporary layoff from work or waiting to report to work .......................................... 3 }
No ........................................................ 4 *CONTINUE WITH Q. 33*

**33. Were you looking for work during October 1975?**

**(Circle one.)**

Yes ........................................................ 1 }
No, but DID look for work sometime during the month of September 1975 ........................................ 2 } *GO TO Q. 41, p. 9*
No, and did NOT look for work at any time during the month of September 1975 .................................... 3 }

**34. Is this the same job you held in October 1976 and reported in Q. 13?**

**(Circle one.)**

Yes ........................................................ 1 *GO TO Q. 36*
No, different job ........................................... 2 } *CONTINUE WITH Q. 35*
No, was not working in October 1976 ......................... 3 }

**35. Please describe below the job you held during October 1975. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________

e. Were you:

**(Circle one.)**

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? ........ 1
A GOVERNMENT employee (Federal, State, county, or local institution or school)? ........ 2
Self-employed in your OWN business, professional practice, or farm? ........ 3
Working WITHOUT PAY in family business or farm? ........ 4

f. When did you start working at this job? ____________ (month) ____________ (year)

**36. How many hours did you usually work at this job in an average week?**

____________ Hours per week

**37. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ ____________ per week
(Earnings before deductions)

**38. Are you currently working at this job?**

Yes ............ 1 *GO TO Q. 40, next page*
No ............. 2 Date left: ____________ (month) ____________ (year) *CONTINUE WITH Q. 39*

**39. How important were the following as reasons for your leaving this job?**

(Circle one number on each line.)

| | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| a. Poor pay or fringe benefits | 1 | 2 | 3 |
| b. Lack of importance and challenge | 1 | 2 | 3 |
| c. Poor working conditions | 1 | 2 | 3 |
| d. Lack of opportunity for promotion and advancement with this employer | 1 | 2 | 3 |
| e. Lack of opportunity for promotion and advancement with this line of work | 1 | 2 | 3 |
| f. No or little opportunity to use past training and education | 1 | 2 | 3 |
| g. Lack of security or permanence | 1 | 2 | 3 |
| h. Dissatisfied with my supervisor(s) | 1 | 2 | 3 |
| i. Lack of opportunity for developing new skills | 1 | 2 | 3 |
| j. Unhappy with the job as a whole | 1 | 2 | 3 |
| k. Moved to another location | 1 | 2 | 3 |
| l. I was laid off or fired | 1 | 2 | 3 |
| m. Went back to school or college | 1 | 2 | 3 |
| n. Got married | 1 | 2 | 3 |
| o. Had a baby | 1 | 2 | 3 |
| p. Other family responsibilities | 1 | 2 | 3 |
| q. Left to obtain a better job | 1 | 2 | 3 |
| r. Health problems or physical handicap | 1 | 2 | 3 |
| s. Promotion or transfer within same organization | 1 | 2 | 3 |
| t. Temporary or school-related job | 1 | 2 | 3 |
| u. Other (specify: ______________________) | 1 | 2 | 3 |

**40. Were you working at a second job during the month of October 1975 at the SAME TIME as the job you described above?**

| | |
|---|---|
| No | 1 |
| Yes | 2 |

**41. During the two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)**

| (a) October 1974-October 1975 | (b) October 1975-October 1976 |
|---|---|
| ______ Number of employers | ______ Number of employers |

**42. During the same two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)**

| (a) October 1974-October 1975 | (b) October 1975-October 1976 |
|---|---|
| ______ weeks | ______ weeks |

**43. In each of these 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, were there any weeks in which you were NOT working and were looking for work, on layoff from a job, or waiting to report to work?**

| | | | (a) October 1974- October 1975 | (b) October 1975- October 1976 |
|---|---|---|---|---|
| No | 1 | | | |
| Yes | 2 | How many? | ____ weeks | ____ weeks |

**44. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

**(Circle one.)**

| | | |
|---|---|---|
| a. | CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 1 |
| b. | CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 2 |
| c. | FARMER, FARM MANAGER | 3 |
| d. | HOMEMAKER OR HOUSEWIFE ONLY | 4 |
| e. | LABORER such as construction worker, car washer, sanitary worker, farm laborer | 5 |
| f. | MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 6 |
| g. | MILITARY such as career officer, enlisted man or woman in the Armed Forces | 7 |
| h. | OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant | 8 |
| i. | PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher | 9 |
| j. | PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher | 10 |
| k. | PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 11 |
| l. | PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter | 12 |
| m. | SALES such as salesperson, advertising or insurance agent, real estate broker | 13 |
| n. | SCHOOL TEACHER such as elementary or secondary | 14 |
| o. | SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter | 15 |
| p. | TECHNICAL such as draftsman, medical or dental technician, computer programmer | 16 |
| q. | NOT WORKING | 17 |

**45. Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?**

| | |
|---|---|
| No | 1 |
| Yes | 2 |
| Don't know | 3 |

**46. How satisfied are you with the progress you have made towards doing the kind of work you expect to be doing when you are 30 years old?**

**(Circle one.)**

| | |
|---|---|
| Very satisfied | 1 |
| Satisfied | 2 |
| Dissatisfied | 3 |
| Very dissatisfied | 4 |

**C**
**START**

# SECTION C: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about the schools you have attended during the last two years, from October 1974 to October 1976. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

## EDUCATIONAL PROGRESS AND PLANS

**47. Since high school, had you earned any certificate, license, diplama or degree of any kind prior to October 1976?**

No ........................... 1 *GO TO Q. 49*
Yes ........................... 2 *CONTINUE WITH Q. 48*

**48. What kind of certificate, license, diploma or degree have you earned?**

| | (Circle as many as apply.) | Date Received Month | Date Received Year | Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Degree in History) |
|---|---|---|---|---|
| A certificate | 1 | ______ | 19__ | ______ |
| A license | 2 | ______ | 19__ | ______ |
| A 2-year or 3-year vocational degree or diploma | 3 | ______ | 19__ | ______ |
| A 2-year academic degree | 4 | ______ | 19__ | ______ |
| A 4-year or 5-year college Bachelor's degree | 5 | ______ | 19__ | ______ |
| A Master's degree or equivalent | 6 | ______ | 19__ | ______ |
| Other (specify: ______) | 7 | ______ | 19__ | ______ |

**49. a. As of the first week of October 1976, what was your highest level of education or training? (Column A)**

**b. As things stand now, how far in school do you think you actually will get? (Column B)**

| | | A. Had in October 1976 (Circle one.) | B. Plan to get (Circle one.) |
|---|---|---|---|
| Finished high school | | 1 | 1 |
| Vocational trade or business school | Less than two years | 2 | 2 |
| | Two years or more | 3 | 3 |
| College program | Less than two years of college | 4 | 4 |
| | Two or more years of college (including two-year degree) | 5 | 5 |
| | Finished college (four- or five-year degree) | 6 | 6 |
| | Master's degree or equivalent | 7 | 7 |
| | Ph.D., or advanced professional degree | 8 | 8 |

**50. With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?**

**(Circle one number on each line.)**

| | Very Satisfied | Somewhat Satisfied | Neutral or No Opinion | Somewhat Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| a. The ability, knowledge, and personal qualities of most teachers | 1 | 2 | 3 | 4 | 5 |
| b. The social life | 1 | 2 | 3 | 4 | 5 |
| c. Development of my work skills | 1 | 2 | 3 | 4 | 5 |
| d. My intellectual growth | 1 | 2 | 3 | 4 | 5 |
| e. Counseling or job placement | 1 | 2 | 3 | 4 | 5 |
| f. The buildings, library, equipment, etc. | 1 | 2 | 3 | 4 | 5 |
| g. Cultural activities, music, art, drama, etc. | 1 | 2 | 3 | 4 | 5 |
| h. The intellectual life of the school | 1 | 2 | 3 | 4 | 5 |
| i. Course curriculum | 1 | 2 | 3 | 4 | 5 |
| j. The quality of instruction | 1 | 2 | 3 | 4 | 5 |
| k. Sports and recreation facilities | 1 | 2 | 3 | 4 | 5 |

**51. During the two-year period from October 1974 through October 1976 were you enrolled in or did you take classes at any school like a college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

No ..................... 1 *GO TO Q. 98, p. 22*
Yes ..................... 2 *CONTINUE WITH Q. 52*

## SCHOOL ATTENDANCE IN OCTOBER 1976

**52. Did you attend school in the first week of October 1976?**

No ..................... 1 *GO TO Q. 66, p. 15*
Yes ..................... 2 *CONTINUE WITH Q. 53*

**53. What is the exact name and location of the school you were attending in the first week of October 1976? (Please print and do not abbreviate.)**

School Name: ______________________________

City: ______________________ State: ____________

**54. What kind of school is this?**

**(Circle one.)**

Vocational, trade, business, or other career training school ...... 1
Junior or community college (two-year) ...... 2
College or university (four years or more) ...... 3
Independent graduate or professional school (medical, dental, law, theology, etc.) ...... 4
Other (describe: ______________________) ...... 5

**55. When did you first attend this school?** __________ (month) __________ (year)

**56. Are you currently attending this school?**

Yes ........................ 1
No .......................... 2 Date left: __________ (month) __________ (year)

**57. During the first week of October 1976, were you classified by this school as a full-time student?**

Yes ........................ 1 } *GO TO Q. 59*
Don't know ............... 2 }
No .......................... 3 *CONTINUE WITH Q. 58*

**58. What were your reasons for attending school part-time instead of full-time?**

**(Circle as many as apply.)**

a. Could not afford to go full-time ........................ 1
b. Working full-time ........................ 2
c. Working part-time ........................ 3
d. Family responsibilities ........................ 4
e. Taking job-related courses ........................ 5
f. Taking courses for personal enrichment ........................ 6
g. Undecided about career plans ........................ 7
h. Too much pressure or strain with full-time load ........................ 8
i. Health problems or physical handicap ........................ 9
j. Other (specify: ____________________) .... 10

**59. During October 1976, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

__________ hours per week

**60. At that time how were you classified by your school?**

**(Circle one.)**

Freshman (first-year undergraduate student) ........................ 1
Sophomore (second-year undergraduate student) ........................ 2
Junior (third-year undergraduate student) ........................ 3
Senior (fourth-year undergraduate student) ........................ 4
Graduate or professional student ........................ 5
Special student ........................ 6
Other classification (specify: ________________) .... 7
My school doesn't classify students ........................ 8

**61. As of the first week of October 1976, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?**

**Please name the specific field or area:**

(Write in): ______________________________

**62. Please select below the category which best describes this field or area.**

| | (Circle one.) |
|---|---|
| **Agriculture or Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupational therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **Professional Program** (medicine, dentistry, law, theology, etc.) | 14 |
| **OTHER field or area** (specify: ______________________________) | 15 |
| **UNDECIDED** | 16 |

**63. This (above) is:**

| | (Circle one.) |
|---|---|
| A vocational program | 1 |
| An academic program | 2 |
| A professional program | 3 |
| Other (specify: ____________________) | 4 |

**64. As of the first week of October 1976, what kind of certificate, license, diploma, or degree were you studying for?**

| | (Circle as many as apply.) |
|---|---|
| None | 1 |
| A certificate (specify in what: ____________________) | 2 |
| A license (specify in what: ____________________) | 3 |
| A 2-year or 3-year vocational degree or diploma | 4 |
| A 2-year academic degree | 5 |
| A 4-year or 5-year college Bachelor's degree | 6 |
| A Master's degree or equivalent | 7 |
| A Ph.D. or equivalent | 8 |
| An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: ____________________) | 9 |
| Other (specify: ____________________) | 10 |

**65. During October 1976, did you work for the school you were attending?**

**(Circle one.)**

Yes, working for pay .......... 1
Yes, working off cost of tuition, housing, or meals .......... 2
Yes, both of the above .......... 3
No .......... 4

## SCHOOL ATTENDANCE IN OCTOBER 1975

**66. Now please think back to Fall 1975. Were you taking classes or courses at any school during the month of October 1975?**

No .......... 1 *GO TO Q. 79, p. 17*
Yes, at the same school I attended in October 1976 and reported above in Q. 53 .......... 2 *GO TO Q. 70*
Yes, at a school I have not yet reported .......... 3 *CONTINUE WITH Q. 67*

**67. What is the exact name and location of the school you were attending in October 1975? (Please print and do not abbreviate.)**

School Name: ______________________________

City: ______________________ State: __________

**68. What kind of school is this?**

**(Circle one.)**

Vocational, trade, business or other career training school .......... 1
Junior or community college (two-year) .......... 2
College or university (four years or more) .......... 3
Independent graduate or professional school (medical, dental, law, theology, etc.) .......... 4
Other (describe: ______________________) .......... 5

**69. When did you first attend this school?** ____________ (month) ____________ (year)

**70. During October 1975, were you classified by this school as a full-time student?**

Yes .......... 1
No .......... 2
Don't know .......... 3

**71. During October 1975, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

__________ hours per week

**72. At that time how were you classified by your school?**

| | (Circle one.) |
|---|---|
| Freshman (first-year undergraduate student) | 1 |
| Sophomore (second-year undergraduate student) | 2 |
| Junior (third-year undergraduate student) | 3 |
| Senior (fourth-year undergraduate student) | 4 |
| Graduate or professional student | 5 |
| Special student | 6 |
| Other classification (specify: ________________) | 7 |
| My school doesn't classify students | 8 |

**73. Was your field of study or training area in October 1975 the same as it was in October 1976?**

| | (Circle one.) | |
|---|---|---|
| Yes | 1 | *GO TO Q. 77, next page* |
| No, was not in school in October 1976 | 2 | *CONTINUE WITH Q. 74* |
| No, different from October 1976 | 3 | |

**74. As of October 1975, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ____________________________________________

**75. Please select below the category which best describes this field or area.**

| | (Circle one.) |
|---|---|
| **Agriculture and Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupational therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **Professional Program** (medicine, dentistry, law, theology, etc.) | 14 |
| **OTHER field or area** (specify: ________________) | 15 |
| **UNDECIDED** | 16 |

**76. This (above) is:**

| | (Circle one.) |
|---|---|
| A vocational program | 1 |
| An academic program | 2 |
| A professional program | 3 |
| Other (specify: ________________) | 4 |

**77. As of October 1975, what kind of certificate, license, diploma, or degree were you studying for?**

**(Circle as many as apply.)**

| | |
|---|---|
| None | 1 |
| A certificate (specify in what: ______________) | 2 |
| A license (specify in what: ______________) | 3 |
| A 2-year or 3-year vocational degree or diploma | 4 |
| A 2-year academic degree | 5 |
| A 4-year or 5-year college Bachelor's degree | 6 |
| A Master's degree or equivalent | 7 |
| A Ph.D. or equivalent | 8 |
| An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: ______________) | 9 |
| Other (specify: ______________) | 10 |

**78. During October 1975, did you work for the school you were attending?**

**(Circle one.)**

| | |
|---|---|
| Yes, working for pay | 1 |
| Yes, working off cost of tuition, housing, or meals | 2 |
| Yes, both of the above | 3 |
| No | 4 |

**SINCE OCTOBER 1974**

**79. Has your field of study or training area changed at any time since October 1974, two years ago?**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 81* |
| Yes | 2 | *CONTINUE WITH Q. 80* |

**80. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?**

**(Circle one number on each line.)**

| | | **My Reasons** | **NOT My Reasons** |
|---|---|---|---|
| a. | Courses more difficult than I expected | 1 | 2 |
| b. | Met people with new ideas | 1 | 2 |
| c. | Poor advice on original choice | 1 | 2 |
| d. | Lack of information on jobs related to original choice | 1 | 2 |
| e. | Content of courses different from what I expected | 1 | 2 |
| f. | New information about other fields of study or training areas | 1 | 2 |
| g. | Interest aroused by courses | 1 | 2 |
| h. | More jobs available for graduates in the field I changed to | 1 | 2 |
| i. | Better jobs available for graduates in the field I changed to | 1 | 2 |
| j. | Interest aroused by job I have held | 1 | 2 |
| k. | Other (specify: ______________) | 1 | 2 |

**81. Have you changed schools at any time since October 1974, two years ago?**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 83, next page* |
| Yes | 2 | *CONTINUE WITH Q. 82* |

**82. What were your reasons for changing schools?**

(Circle one number on each line.)

| | My Reasons | NOT My Reasons |
|---|---|---|
| a. Enrolled in graduate or professional study at another school | 1 | 2 |
| b. My interest changed, and my former school did not offer the course of study I wanted | 1 | 2 |
| c. Wanted to attend a less expensive school | 1 | 2 |
| d. Wanted to be at a smaller school | 1 | 2 |
| e. Wanted to be at a larger school | 1 | 2 |
| f. Wanted to attend school closer to home | 1 | 2 |
| g. Wanted to attend a school farther away from home | 1 | 2 |
| h. Wanted to attend a school that would give me better career opportunities | 1 | 2 |
| i. Wanted to attend a more prestigious school | 1 | 2 |
| j. Wanted to attend a school where I could maximize my intellectual and personal development | 1 | 2 |
| k. More group or social activities of interest | 1 | 2 |
| l. Transferred from a two-year to a four-year school to continue my education | 1 | 2 |
| m. Family responsibilities | 1 | 2 |
| n. Health problems or physical handicap | 1 | 2 |
| o. Other (specify: ______________________________ ) | 1 | 2 |

**83. Since October 1974, have you withdrawn from any school before you completed your studies at that school?**

(Circle one.)

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 85, next page* |
| Yes, but I have since returned to school | 2 | *CONTINUE WITH Q. 84* |
| Yes, but I plan to return before October 1977 | 3 | |
| Yes, and I do not plan to return before October 1977 | 4 | |

**84. What were your reasons for withdrawing?**

(Circle one number on each line.)

| | My Reasons | NOT My Reasons |
|---|---|---|
| a. Health problems or physical handicap | 1 | 2 |
| b. Had financial difficulties | 1 | 2 |
| c. Was offered a good job | 1 | 2 |
| d. Got married or planned to get married | 1 | 2 |
| e. School work was not relevant to the real world | 1 | 2 |
| f. Wanted to get practical experience | 1 | 2 |
| g. Failing or not doing as well as I wanted | 1 | 2 |
| h. Wasn't really sure what I wanted to do | 1 | 2 |
| i. Transferred to another school | 1 | 2 |
| j. Family responsibilities | 1 | 2 |
| k. Other (describe: ______________________________ ) | 1 | 2 |

**85. a. Estimate how well you have done in all of your coursework or programs since high school and until October 1976. Do not include grades from graduate or professional school. (Circle one number in Column A.)**

**b. Estimate how well you have done in your coursework or programs only in the 2-year period from October 1974 through October 1976. Do not include grades from graduate or professional school. (Circle one number in Column B.)**

| | A. From High School to October 1976 | B. October 1974-October 1976 |
|---|---|---|
| Mostly A (3.75-4.00 grade point average) | 1 | 1 |
| About half A and half B (3.25-3.74 grade point average) | 2 | 2 |
| Mostly B (2.75-3.24 grade point average) | 3 | 3 |
| About half B and half C (2.25-2.74 grade point average) | 4 | 4 |
| Mostly C (1.75-2.24 grade point average) | 5 | 5 |
| About half C and half D (1.25-1.74 grade point average) | 6 | 6 |
| Mostly D or below (less than 1.25) | 7 | 7 |
| Have not taken any courses for which grades were given | 8 | 8 |

**86. Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?**

I don't know ....1 } *GO TO Q. 88*
No..............2 }
Yes ............3 *CONTINUE WITH Q. 87* ⟶

**87. Since leaving high school, about how many credits had you earned by October 1976?**

**(Write in.)**

______ Number of quarter hours
______ Number of semester hours
______ Number of other type of credits (specify type: ______________)

**SCHOOL FINANCES FROM FALL 1974 THROUGH SUMMER 1976**

The following questions ask about your school finances for the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976. Please make sure you answer each question for both time periods. If you are unsure about the actual dollar amount for a particular item, give your best estimate.

**88. Were you in school at any time during either of the twelve-month periods from (a) Fall 1974 through Summer 1975 or (b) Fall 1975 through Summer 1976?**

| (a) Fall 1974 - Summer 1975 | | (b) Fall 1975 - Summer 1976 | |
|---|---|---|---|
| Yes ............1 | How many months? ______ | Yes ............1 | How many months? ______ |
| No..............2 | | No..............2 | |

**89. Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, what is your estimate of how much it cost for you to live and go to school, regardless of who paid? Estimate the amounts and record them below. Enter a zero, "0," where you had no expenses. Do not include costs after Summer 1976. Record your expenses for the time you were in school only.**

| | (a) Fall 1974 - Summer 1975 | (b) Fall 1975 - Summer 1976 |
|---|---|---|
| Tuition and fees | $ ______ | $ ______ |
| Books and supplies | $ ______ | $ ______ |
| Transportation to and from class from where I lived while attending school | $ ______ | $ ______ |
| Other school-related expenses | $ ______ | $ ______ |
| Housing and meals while enrolled in school | $ ______ | $ ______ |
| All other expenses while enrolled in school: medical. dental expenses. debt payments. insurance. taxes. child care. etc. | $ ______ | $ ______ |
| HOW MUCH MONEY IS THIS IN TOTAL? | $ ______ | $ ______ |

## SCHOLARSHIPS, FELLOWSHIPS, GRANTS, AND BENEFITS

**90. Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive any kind of scholarship, fellowship, grant, or benefits to go to school?**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 92* |
| Yes. Fall 1974 - Summer 1975 | 2 | *CONTINUE WITH Q. 91* |
| Yes. Fall 1975 - Summer 1976 | 3 | |
| Yes. both of these periods | 4 | |

**91. Estimate the amounts for each scholarship, fellowship, grant, or benefit you received, and record them below. Enter a zero, "0," where you received no financial assistance. Do not include loans.**

| | | (a) Fall 1974 - Summer 1975 | (b) Fall 1975 - Summer 1976 |
|---|---|---|---|
| a. | Basic Educational Opportunity Grant | $ ______ | $ ______ |
| b. | Supplemental Educational Opportunity Grant | $ ______ | $ ______ |
| c. | College scholarship or grant from college funds | $ ______ | $ ______ |
| d. | ROTC scholarship or stipend | $ ______ | $ ______ |
| e. | Nursing Scholarship Program | $ ______ | $ ______ |
| f. | Social Security Benefits (for students 18-22 who are children of disabled or deceased parents) | $ ______ | $ ______ |
| g. | Veterans Administration War Orphans or Survivors Benefits Program | $ ______ | $ ______ |
| h. | Veterans Administration Direct Benefits (GI Bill) | $ ______ | $ ______ |
| i. | State scholarship | $ ______ | $ ______ |
| j. | Other scholarship or grant (write in: ______) | $ ______ | $ ______ |
| | TOTAL DOLLAR VALUE | $ ______ | $ ______ |

## LOANS

**92. Considering the same two periods from (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive a loan to go to school?**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 94, next page* |
| Yes. Fall 1974 - Summer 1975 | 2 | *CONTINUE WITH Q. 93* |
| Yes. Fall 1975 - Summer 1976 | 3 | |
| Yes. both of these periods | 4 | |

**93. Estimate the amounts for each loan you received and record them below. Enter a zero, "0," where you received no loan.**

| | (a) Fall 1974-Summer 1975 | (b) Fall 1975-Summer 1976 |
|---|---|---|
| Federal Guaranteed Student Loan | $ | $ |
| State loan | $ | $ |
| Regular bank loan | $ | $ |
| National Defense (Direct) Student Loan | $ | $ |
| Nursing Student Loan | $ | $ |
| School or college loan | $ | $ |
| Relatives or friends | $ | $ |
| Other loan (write in: ______________) | $ | $ |
| TOTAL DOLLAR VALUE | $ | $ |

## FINANCIAL ASSISTANCE FROM RELATIVES OR FRIENDS

**94. Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive financial assistance (not a loan) from any relatives or friends to go to school?**

No .......... 1 *GO TO Q. 96*
Yes, Fall 1974 - Summer 1975 .......... 2 } *CONTINUE WITH Q. 95*
Yes, Fall 1975 - Summer 1976 .......... 3 }
Yes, both of these periods .......... 4 }

**95. Estimate the amounts you received and record them below. Enter a zero, "0," where you received no financial assistance.**

| | (a) Fall 1974-Summer 1975 | (b) Fall 1975-Summer 1976 |
|---|---|---|
| Parents | $ | $ |
| Husband or wife | $ | $ |
| Other family or friends | $ | $ |
| TOTAL DOLLAR VALUE | $ | $ |

## MONEY YOU HAD SAVED OR EARNED

**96. Considering the same two periods from (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you pay any of the costs to go to school from money you had saved or earned?**

No .......... 1 *GO TO Q. 98, next page*
Yes, Fall 1974 - Summer 1975 .......... 2 } *CONTINUE WITH Q. 97*
Yes, Fall 1975 - Summer 1976 .......... 3 }
Yes, both of these periods .......... 4 }

**97. Estimate the amounts and record below. Enter a zero "0," where you received no money.**

| | (a) Fall 1974-Summer 1975 | (b) Fall 1975-Summer 1976 |
|---|---|---|
| Own savings or summer earnings | $ | $ |
| College work-study or cooperative education program | $ | $ |
| Teaching or research assistantship | $ | $ |
| Other earnings while taking courses | $ | $ |
| TOTAL DOLLAR VALUE | $ | $ |

## SCHOOL FINANCES FROM FALL 1976 THROUGH SUMMER 1977

**98. Are you or will you be in school at any time from Fall 1976 through Summer 1977?**

No ........................1 } *GO TO Q. 101*
Don't know ..............2 }
Yes .........................3 *CONTINUE WITH Q. 99*

**99. What is your estimate of how much it will cost for you to live and go to school this year, regardless of who pays? Estimate your expenses and record them below. Enter a zero, "0," where you expect no expenses.**

Tuition and fees .............................. $ ____________
Books and supplies ............................ $ ____________
Transportation to and from class from where I live while attending school .......... $ ____________
Other school-related expenses .................. $ ____________
Housing and meals while enrolled in school .... $ ____________
All other expenses while enrolled in school: medical, dental expenses, debt payments, insurance, taxes, child care, etc. ............ $ ____________

HOW MUCH MONEY IS THIS IN TOTAL? .... $ ____________

**100. How are you meeting (or planning to meet) these expenses? Estimate the amounts you expect to receive from each source and record them below. Enter a zero, "0," where you expect no money.**

| | Amount will receive from each source |
|---|---|
| Grant ........................................ | $ ____________ |
| Fellowship .................................. | $ ____________ |
| Scholarship ................................. | $ ____________ |
| Loan ......................................... | $ ____________ |
| Teaching or research assistantship ........... | $ ____________ |
| Job other than assistantship ................. | $ ____________ |
| Spouse's income ............................. | $ ____________ |
| Savings ..................................... | $ ____________ |
| Parents ..................................... | $ ____________ |
| Other relatives or friends ................... | $ ____________ |
| Other (specify: ____________________)....  | $ ____________ |

## GRADUATE OR PROFESSIONAL SCHOOL

**101. Have you received a Bachelor's degree from a four-year college or university?**

No.........................1 *GO TO Q. 108, p. 24*
Yes .......................2 *CONTINUE WITH Q. 102*

**102. Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1976?**

No.........................1 *GO TO Q. 104, next page*
Yes .......................2 *CONTINUE WITH Q. 103*

**103. Please list below the graduate institutions to which you applied, the city and state in which the institutions are located, and the department or program (e.g., law school, public health, journalism, psychology).**

**At the right circle the number for yes or no if you (a) were accepted; (b) applied for financial assistance such as a grant, fellowship, loan, teaching or research assistantship, etc.; (c) were offered financial assistance, and (d) enrolled.**

| | (a) Was Accepted | (b) Applied for Financial Assistance | (c) Was Offered Financial Assistance | (d) Enrolled |
|---|---|---|---|---|
| **First Choice** | | | | |
| School: ______________________ | | | | |
| City: ________________ State: ________ | Yes....1 | Yes....1 | Yes....1 | Yes....1 |
| Department or program: ____________ | No.....2 | No.....2 | No.....2 | No.....2 |
| **Second Choice** | | | | |
| School: ______________________ | | | | |
| City: ________________ State: ________ | Yes....1 | Yes....1 | Yes....1 | Yes....1 |
| Department or program: ____________ | No.....2 | No.....2 | No.....2 | No.....2 |
| **Third Choice** | | | | |
| School: ______________________ | | | | |
| City: ________________ State: ________ | Yes....1 | Yes....1 | Yes....1 | Yes....1 |
| Department or program: ____________ | No.....2 | No.....2 | No.....2 | No.....2 |

**104. Circle the category that describes your present status with respect to graduate or professional school.**

**(Circle one.)**

I **have attended** graduate or professional school but **am not presently attending** .......... 1 } *GO TO Q. 106, next page*
I **am presently attending** graduate or professional school .......... 2 } *GO TO Q. 106, next page*
I **have never attended** graduate or professional school .......... 3 *CONTINUE WITH Q. 105*

**105. Which of the following factors are important reasons for your not attending graduate or professional school?** *(After you have answered this question, go to Q. 108, next page.)*

**(Circle as many as apply.)**

a. I have no interest in graduate or professional education .... 1
b. I have family responsibilities that require my presence at home .......... 2
c. I was refused a loan .......... 3
d. I cannot financially afford to attend graduate school at the present time .......... 4
e. I can earn a satisfactory income without attending graduate school .......... 5
f. I want additional work experience before applying to graduate school .......... 6
g. My career goals are very uncertain .......... 7
h. I do not need an advanced degree to succeed in the field I am now in (or want to enter) .......... 8
i. I'm tired of school .......... 9
j. I was not accepted at the institution of my choice .......... 10
k. Health problems or physical handicap .......... 11
l. Other (specify: ______________________) .... 12

} *GO TO Q. 108, next page*

**106. How important was each of the following reasons in your deciding to attend graduate or professional school?**

**(Circle one number on each line.)**

| | Determining Factor | Important | Not Important | Did NOT Consider |
|---|---|---|---|---|
| Obtaining credentials for a specific career | 1 | 2 | 3 | 4 |
| No satisfactory jobs available | 1 | 2 | 3 | 4 |
| Better salary | 1 | 2 | 3 | 4 |
| Enjoy school | 1 | 2 | 3 | 4 |
| Interest in subject matter | 1 | 2 | 3 | 4 |
| Better job opportunities | 1 | 2 | 3 | 4 |
| Other (specify: ______________________________) | 1 | 2 | 3 | 4 |

**107. How important was each of the following reasons in your choosing the institution in which you are (were) enrolled for your graduate or professional study?**

**(Circle one number on each line.)**

| | Determining Factor | Important | Not Important | Did NOT Consider |
|---|---|---|---|---|
| a. Cost of attending | 1 | 2 | 3 | 4 |
| b. Availability of financial aid | 1 | 2 | 3 | 4 |
| c. Recommendation of undergraduate professor | 1 | 2 | 3 | 4 |
| d. Presence of a particular professor at the institution | 1 | 2 | 3 | 4 |
| e. Quality of a particular department | 1 | 2 | 3 | 4 |
| f. Reputation of the institution | 1 | 2 | 3 | 4 |
| g. Location | 1 | 2 | 3 | 4 |
| h. Library facilities | 1 | 2 | 3 | 4 |
| i. Proximity to spouse's school/work | 1 | 2 | 3 | 4 |
| j. Other (specify: ______________________________) | 1 | 2 | 3 | 4 |

## OTHER TRAINING

**108. Since October 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 116, next page* |
| Yes | 2 | *CONTINUE WITH Q. 109* |

**109. What type of training program(s) or course(s) have you participated in?**

**(Circle as many as apply.)**

| | |
|---|---|
| a. An Armed Forces training program | 1 |
| b. On-the-job training (a program of instruction during normal working hours) | 2 |
| c. Employer-provided program of instruction other than on-the-job training | 3 |
| d. Formal Registered Apprenticeship (your state or labor union) | 4 |
| e. Manpower Development and Training (MDTA) | 5 |
| f. Work Incentive (WIN) | 6 |
| g. Neighborhood Youth Corps (NYC) | 7 |
| h. Comprehensive Employment and Training Act (CETA) | 8 |
| i. Other manpower program (specify ______________) | 9 |
| j. Correspondence course(s) | 10 |
| k. Non-credit courses for personal enrichment | 11 |
| l. Other (specify: ______________________) | 12 |

**110. Were you being trained for some type of work?**

No ........................1 *GO TO Q. 112*
Yes........................2 *CONTINUE WITH Q. 111*

**111. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ____________________

**112. How long is (or was) this program scheduled to last?**

**(Circle one.)**

Less than one month ..........1
One to five months ............2
Six to eleven months ..........3
One year or more..............4

**113. Have you completed this program?**

**(Circle one.)**

Yes.............................1
No, left without completing ....2
No, still enrolled ..............3

**114. Have you used this training on any job?**

Yes ........................1
No..........................2

**115. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?**

**(Circle one.)**

DOES NOT APPLY TO ME since my training was in the military, on-the-job, or for personal enrichment ..........1
I did not want or did not need help from the center in finding a job ..........2
I wanted and needed help but did not receive any from the center ..........3
The center provided information on job openings in my field ..........4
The center put me directly in touch with possible employers or arranged a job for me ..........5

**116. Have you ever tried to find work on a job where you might use what you learned from any school, college, or training program you attended since October 1974?**

No, because I have NOT attended any school or college since October 1974 ....1 } *SKIP TO SECTION D. next page*
No, although I HAVE attended a school or college since October 1974 ..........2 }
Yes..........3 *CONTINUE WITH Q. 117*

**117. Did you find work for which you could use what you learned?**

**(Circle one.)**

Yes, in the locality where I received my training ..........1
Yes, somewhere else ..........2
Yes, both of the above..........3
No ..........4

# SECTION D: MILITARY SERVICE

**118. Since October 1974, have you served in the Armed Forces, or a Reserve or National Guard Unit?**

**(Circle one.)**

No .......... 1 }
Yes, National Guard or Reserves but not active duty .......... 2 } *SKIP TO SECTION E, next page*
Yes, active duty .......... 3 *CONTINUE WITH Q. 119*

**119. In which branch of the Armed Forces did you serve?** (Write in): ____________

**120. When did you begin active duty?** ____________ (month) ____________ (year)

**121. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

No .......... 1 *GO TO Q. 123*
Yes .......... 2 *CONTINUE WITH Q. 122*

**122. What is the name of the specialized schooling program in which you spent the longest period of time? (Please print and do not abbreviate.)**

Name of program: ____________

**123. Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (Please print and use standard abbreviations.)** Specialty Code: ____________

**124. What is the highest pay grade you have held?**

Pay grade: ____________

**125. Have you taken any courses while in the Armed Forces that:**

**(Circle one number on each line.)**

| | **Yes** | **No** |
|---|---|---|
| Prepared you for the high school equivalency test? | 1 | 2 |
| Prepared you for equivalency tests that can be taken for college credit? | 1 | 2 |
| Were college-sponsored courses which gave college credits? | 1 | 2 |

**126. Are your currently on active duty?**

No (Date left: ____________ month ____________ year) .......... 1 *SKIP TO SECTION E, next page*
Yes .......... 2 *CONTINUE WITH Q. 127*

**127. How long do you expect to be on active duty in the Armed Forces?**

**(Circle one.)**

For a two-year tour of duty only .......... 1
For a three- or four-year tour of duty .......... 2
For more than one enlistment, but less than a full career .......... 3
For a full career (20 years minimum) .......... 4
Have not decided .......... 5

**128. What do you plan to do when you get out of the Armed Forces?**

**(Circle one number on each line.)**

| | **My Plans** | **NOT My Plans** |
|---|---|---|
| Full-time or part-time work | 1 | 2 |
| Graduate or professional school, either full-time or part-time | 1 | 2 |
| College, either full-time or part-time | 1 | 2 |
| Technical, vocational, or business or career training school, either full-time or part-time | 1 | 2 |
| Registered apprenticeship or on-the-job training program | 1 | 2 |
| Retire | 1 | 2 |
| Undecided | 1 | 2 |
| Other (specify: ____________) | 1 | 2 |

# SECTION E: FAMILY STATUS

**129. What was your marital status, as of the first week of October 1976?**

**(Circle one.)**

| | | |
|---|---|---|
| Never married, but plan to be married within the next 12 months | 1 | *GO TO Q. 137, next page* |
| Never married, and don't plan to be married within the next 12 months | 2 | |
| Divorced, widowed, separated | 3 | *CONTINUE WITH Q. 130* |
| Married | 4 | |

**130. What was the date of your marriage?**

______________ (month) ________ (year)

**131. As of the first week of October 1976, what was your husband or wife doing?**

*(If you were not married in the first week of October 1976, check here ☐ and go to Q. 136, next page.)*

**(Circle as many as apply.)**

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Enrolled in graduate or professional school | 2 |
| Taking academic courses at a two- or four-year college | 3 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 4 |
| On active duty in the Armed Forces (or service academy) | 5 |
| Homemaker | 6 |
| Temporary layoff from work, looking for work, or waiting to report to work | 7 |
| Other (describe: ______________) | 8 |

**132. Please describe below the job your husband or wife held during the first week of October 1976.**

*(If your spouse was not working, check here ☐ and go to Q. 135, next page.)*

a. For whom did he/she work? (Name of company, business organization, or other employer)
(Write in): ________________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ________________________

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ________________________

d. What were his/her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ________________________

e. Was he/she:

**(Circle one.)**

| | |
|---|---|
| An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? | 1 |
| A GOVERNMENT employee (Federal, State, county, or local institution or school)? | 2 |
| Self-employed in his/her OWN business, professional practice, or farm? | 3 |
| Working WITHOUT PAY in family business or farm? | 4 |

**133. How many hours did he/she usually work at this job in an average week?**

____________ Hours per week

**134. In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)**

$____________ per week
(Earnings before deductions)

**135. As of October 1976, what was the highest level of education that your husband or wife had attained?**

**(Circle one.)**

| | | |
|---|---|---|
| Some high school, or less | | 1 |
| Finished high school | | 2 |
| Vocational trade or business school | Less than two years | 3 |
| | Two years or more | 4 |
| College program | Less than two years of college | 5 |
| | Two or more years of college (including two-year degree) | 6 |
| | Finished college (four- or five-year degree) | 7 |
| | Master's degree or equivalent | 8 |
| | Ph.D., or advanced professional degree | 9 |

**136. Now please think back a year to Fall 1975. What was your husband or wife doing in October 1975?**
*(If you were not married in October 1975, check here ☐ and continue with Q. 137.)*

**(Circle as many as apply.)**

- Working for pay at a full-time or part-time job ........ 1
- Enrolled in graduate or professional school ........ 2
- Taking academic courses at a two- or four-year college ........ 3
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) ........ 4
- On active duty in the Armed Forces (or service academy) ........ 5
- Homemaker ........ 6
- Temporary layoff from work, looking for work, or waiting to report to work ........ 7
- Other (describe: ____________________) ........ 8

**137. Are you a twin?**

- Yes ........ 1
- No ........ 2

**138. a. How many children altogether do you eventually expect to have?**

**(Circle one.)**

0........1........2........3........4........5........6........7........8 or more

**b. As of the first week of October 1976, how many children did you have?**

**(Circle one.)**

0........1........2........3........4........5........6 or more

**c. When do you expect to have your first (next) child?**

| | **(Circle one.)** |
|---|---|
| Don't expect to have a (another) child | 1 |
| Within the next year | 2 |
| Between one and two years from now | 3 |
| Between two and three years from now | 4 |
| Between three and five years from now | 5 |
| More than five years from now | 6 |
| Don't know | 7 |

**139. Not including yourself, how many persons were dependent upon you for more than one-half of their financial support as of the first week of October 1976?**

**(Circle one.)**

0........1........2........3........4........5........6 or more

**140. As of the first week of October 1976, were you dependent upon your parents, spouse, or any other relatives or friends for more than one-half of your financial support?**

**(Circle one number on each line.)**

| | **Yes** | **No** |
|---|---|---|
| Parents | 1 | 2 |
| Spouse | 1 | 2 |
| Other relatives or friends | 1 | 2 |

**141. What is the best estimate of your income before taxes for (a) ALL OF 1975 and for (b) ALL OF 1976? If married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."**

| | **(a) Amount Received 1975** | **(b) Amount Will Receive 1976** |
|---|---|---|
| Your own wages, salaries, commissions, or net income from a business or farm | $ ________ | $ ________ |
| Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm | $ ________ | $ ________ |
| Public assistance or welfare (include spouse's) | $ ________ | $ ________ |
| Unemployment compensation (include spouse's) | $ ________ | $ ________ |
| All other income you and your spouse received (include interest, dividends, rental property income, gifts, scholarships, fellowships, etc.) | $ ________ | $ ________ |
| TOTAL INCOME FOR YOU AND YOUR SPOUSE | $ ________ | $ ________ |

**142. As of the first week of October 1976, how much money did you owe for:**

**(Circle one number on each line.)**

| | None | Less than $100 | $100 to $499 | $500 to $999 | $1000 to $1999 | $2000 to $4999 | $5000 to $9999 | $10,000 or More |
|---|---|---|---|---|---|---|---|---|
| Education or training | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Mortgage on house or mobile home | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Other debts (car, rent, appliances, medical bills, and so on) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**143. As of the first week of October 1976, how much money had you saved and planned to use for:**

**(Circle one number on each line.)**

| | None | Less than $100 | $100 to $499 | $500 to $999 | $1000 to $1999 | $2000 or More |
|---|---|---|---|---|---|---|
| Education or training | 0 | 1 | 2 | 3 | 4 | 5 |
| Other plans (or general savings) | 0 | 1 | 2 | 3 | 4 | 5 |

**144. Do you owe any money for an education or training loan for which your repayment schedule has begun?**

No ..........................1 *SKIP TO SECTION F, next page*
Yes ..........................2 *CONTINUE WITH Q. 145*

**145. When was your first payment due?**

________________ (month) ______________ (year)

**146. Are you having or have you had any difficulty in meeting payments?**

No ..........................1
Yes ..........................2 (explain why: ________________________________________)

228

**F**
**START**

# SECTION F: EXPERIENCES AND OPINIONS

**147. To what extent have you voluntarily participated in the following groups during the two-year period from October 1974 through October 1976? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)**

**(Circle one number on each line.)**

| | | Active Participant | Member Only | Not At All |
|---|---|---|---|---|
| a. | Youth organizations—such as Little League coach, scouting etc. | 1 | 2 | 3 |
| b. | Union, farm, trade or professional association | 1 | 2 | 3 |
| c. | Political clubs or organizations | 1 | 2 | 3 |
| d. | Church or church-related activities (not counting worship services) | 1 | 2 | 3 |
| e. | Community centers, neighborhood improvement, or social-action associations or groups | 1 | 2 | 3 |
| f. | Organized volunteer work—such as in a hospital | 1 | 2 | 3 |
| g. | A social, hobby, garden, or card playing group | 1 | 2 | 3 |
| h. | Sport teams or sport clubs | 1 | 2 | 3 |
| i. | A literary, art, discussion, music, or study group | 1 | 2 | 3 |
| j. | Educational organizations—such as PTA or an academic group | 1 | 2 | 3 |
| k. | Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc. | 1 | 2 | 3 |
| l. | A student government, newspaper, journal, or annual staff | 1 | 2 | 3 |
| m. | Another voluntary group in which I participate | 1 | 2 | 3 |

**148. How do you feel about each of the following statements?**

**(Circle one number on each line.)**

| | Agree Strongly | Agree | Disagree | Disagree Strongly | No Opinion |
|---|---|---|---|---|---|
| I take a positive attitude toward myself | 1 | 2 | 3 | 4 | 5 |
| Good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 5 |
| I feel I am a person of worth, on an equal plane with others | 1 | 2 | 3 | 4 | 5 |
| I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 5 |
| Every time I try to get ahead, something or somebody stops me | 1 | 2 | 3 | 4 | 5 |
| Planning only makes a person unhappy since plans hardly ever work out anyway | 1 | 2 | 3 | 4 | 5 |
| People who accept their condition in life are happier than those who try to change things | 1 | 2 | 3 | 4 | 5 |
| On the whole, I'm satisfied with myself | 1 | 2 | 3 | 4 | 5 |

**149. Have you ever been given a special advantage or treated unfairly because of your sex (male or female) in any of the following situations?**

| | Given Special Advantage (Circle as many as apply.) | Treated Unfairly (Circle as many as apply.) |
|---|---|---|
| Getting a good education | 1 | 1 |
| Getting a job, promotion, or other work benefits | 2 | 2 |
| Getting a house or apartment | 3 | 3 |
| None of these | 4 | 4 |

If so, please describe: ______________________________

**150. How do you feel about each of the following statements?**

**(Circle one number on each line.)**

| | Agree Strongly | Agree | Disagree | Disagree Strongly |
|---|---|---|---|---|
| a. A working mother of pre-school children can be just as good a mother as the woman who doesn't work | 1 | 2 | 3 | 4 |
| b. It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family | 1 | 2 | 3 | 4 |
| c. Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.) | 1 | 2 | 3 | 4 |
| d. Most women are just not interested in having big and important jobs | 1 | 2 | 3 | 4 |
| e. Many qualified women can't get good jobs; men with the same skills have much less trouble | 1 | 2 | 3 | 4 |
| f. Most women are happiest when they are making a home and caring for children | 1 | 2 | 3 | 4 |
| g. High school counselors should urge young women to train for jobs which are now held mainly by men | 1 | 2 | 3 | 4 |
| h. It is more important for a wife to help her husband than to have a career herself | 1 | 2 | 3 | 4 |
| i. Schools teach women to want the less important jobs | 1 | 2 | 3 | 4 |
| j. Men should be given first chance at most jobs because they have the primary responsibility for providing for a family | 1 | 2 | 3 | 4 |

**151. How important is each of the following to you in your life?**

**(Circle one number on each line.)**

| | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| a. Being successful in my line of work | 1 | 2 | 3 |
| b. Finding the right person to marry and having a happy family life | 1 | 2 | 3 |
| c. Having lots of money | 1 | 2 | 3 |
| d. Having strong friendships | 1 | 2 | 3 |
| e. Being able to find steady work | 1 | 2 | 3 |
| f. Being a leader in the community | 1 | 2 | 3 |
| g. Being able to give my children better opportunities than I've had | 1 | 2 | 3 |
| h. Living close to parents and relatives | 1 | 2 | 3 |
| i. Getting away from this area of the country | 1 | 2 | 3 |
| j. Working to correct social and economic inequalities | 1 | 2 | 3 |
| k. Having leisure time to enjoy my own interests | 1 | 2 | 3 |
| l. Having a good education | 1 | 2 | 3 |

**152. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?**

**(Circle one number on each line.)**

| | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| a. Previous work experience in the area | 1 | 2 | 3 |
| b. Relative or friend in the same line of work | 1 | 2 | 3 |
| c. Job openings available in the occupation | 1 | 2 | 3 |
| d. Work matches a hobby interest of mine | 1 | 2 | 3 |
| e. Good income to start or within a few years | 1 | 2 | 3 |
| f. Job security and permanence | 1 | 2 | 3 |
| g. Work that seems important and interesting to me | 1 | 2 | 3 |
| h. Freedom to make my own decisions | 1 | 2 | 3 |
| i. Opportunity for promotion and advancement in the long run | 1 | 2 | 3 |
| j. Meeting and working with sociable, friendly people | 1 | 2 | 3 |

**153. The following questions ask about your political participation. Considering the period from October 1974 to October 1976,**

**(Circle one number on each line.)**

| | Frequently | Sometimes | Never |
|---|---|---|---|
| When you talked with your friends, did you ever talk about public problems—that is, what's happening in the country or in your community? | 1 | 2 | 3 |
| Did you ever talk about public problems with any of the following people? | | | |
| Your family | 1 | 2 | 3 |
| People where you work | 1 | 2 | 3 |
| Community leaders, such as club or church leaders | 1 | 2 | 3 |
| Did you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders? | 1 | 2 | 3 |
| Did you ever talk to people to try to get them to vote for or against a candidate? | 1 | 2 | 3 |
| Did you ever give any money or buy tickets to help someone who was trying to win an election? | 1 | 2 | 3 |
| Did you ever go to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? | 1 | 2 | 3 |
| Did you ever do any work to help a candidate in his campaign? | 1 | 2 | 3 |
| Did you ever hold an office in a political party or get elected to a government job? | 1 | 2 | 3 |

**154. Are you registered to vote?**

Yes ............1
No ..............2

**155. Before October 1976, did you ever vote in a local, state, or national election?**

Yes ............1
No ..............2

**156. Have you ever been given a special advantage or treated unfairly because of your race in any of the following situations?**

| | Given Special Advantage (Circle as many as apply.) | Treated Unfairly (Circle as many as apply.) |
|---|---|---|
| Getting a good education | 1 | 1 |
| Getting a job, promotion or other work benefits | 2 | 2 |
| Getting a house or apartment | 3 | 3 |
| None of these | 4 | 4 |

If so, please describe: ______________________________

**157. What are your feelings about the high school you graduated from?**

**(Circle one number on each line.)**

| | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Does not Apply |
|---|---|---|---|---|---|
| School should have placed more emphasis on basic academic subjects (math, science, English, etc.) | 1 | 2 | 3 | 4 | 5 |
| School did not offer enough practical work experience | 1 | 2 | 3 | 4 | 5 |
| School should have placed more emphasis on vocational and technical programs | 1 | 2 | 3 | 4 | 5 |
| School provided me with counseling that helped me find employment | 1 | 2 | 3 | 4 | 5 |
| School should have given more attention to my needs as an individual | 1 | 2 | 3 | 4 | 5 |
| School provided me with counseling that helped me continue my education | 1 | 2 | 3 | 4 | 5 |

Other comments about your high school ............ ______________________________

**158. The information you have given us in this questionnaire lets us know what you have been doing during the past two years, particularly in October 1975 and October 1976. This question asks about other time periods, so that we will be sure to have a complete picture of what you've been doing since high school.**

**Please read through all nine activities listed below, then for EACH time period circle the number for EACH activity that you were doing at that time.**

**Circle all that apply for EACH column.**

| | Oct. 72 | Oct. 73 | Oct. 74 | What are you doing now? | What do you expect to be doing in Oct. 1977? |
|---|---|---|---|---|---|
| Working for pay at a full-time job | 1 | 1 | 1 | 1 | 1 |
| Working for pay at a part-time job | 2 | 2 | 2 | 2 | 2 |
| Enrolled in graduate or professional school | 3 | 3 | 3 | 3 | 3 |
| Taking academic courses at a two-year or four-year college | 4 | 4 | 4 | 4 | 4 |
| Taking vocational or technical courses | 5 | 5 | 5 | 5 | 5 |
| On active duty in the Armed Forces (or service academy) | 6 | 6 | 6 | 6 | 6 |
| Homemaker | 7 | 7 | 7 | 7 | 7 |
| Temporary layoff from work, looking for work, or waiting to report to work | 8 | 8 | 8 | 8 | 8 |
| Other | 9 | 9 | 9 | 9 | 9 |

**Make sure you have circled at least one number in each column.**

# SECTION G: BACKGROUND INFORMATION

**Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.**

YOUR NAME: ____________________

ADDRESS: ____________________

____________________

CITY: STATE: ZIP:

| TELEPHONE | |
|---|---|
| AREA CODE | NUMBER |
| | |

**Please PRINT the name, address and telephone number of your parents.**

YOUR PARENTS' NAME: ____________________

ADDRESS: ____________________

____________________

CITY: STATE: ZIP:

| TELEPHONE | |
|---|---|
| AREA CODE | NUMBER |
| | |

**Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)**

NAME: ____________________

ADDRESS: ____________________

____________________

CITY: STATE: ZIP:

| TELEPHONE | |
|---|---|
| AREA CODE | NUMBER |
| | |

NAME: ____________________

ADDRESS: ____________________

____________________

CITY: STATE: ZIP:

| TELEPHONE | |
|---|---|
| AREA CODE | NUMBER |
| | |

**Please PRINT your spouse's full name (if you are married).**

SPOUSE'S FULL NAME: ____________________

**Please give the following information about yourself.**

(a) Date of birth ________ (month) ________ (day) ________ (year)

(b) Sex: (Circle one.) Male............1
Female..........2

(c) Driver's License No. ________ State ________

(d) When did you complete this questionnaire? ________ (month) ________ (day) ________ (year)

**THANK YOU FOR YOUR COOPERATION**

**THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972**

Activity State Questionnaire

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

# OPERATION FOLLOW-UP

## Supplementary Information

### A. October 1972 Activities

Think back to October 1972, the fall of the year after you left high school. [Circle the numbers of the answers which best fit the situation then.]

1. **Were you:**
   - Working full time? . . . . . . . . . . . . 1
   - Working part time? . . . . . . . . . . . . 2
   - Not working? . . . . . . . . . . . . . . 3

2. **Were you looking for work?**
   - Yes . . . . . . . . . . . . . . . . . . . . 1
   - No . . . . . . . . . . . . . . . . . . . . 2

3. **Were you going to school?**
   - Full time . . . . . . . . . . . . . . . . . 1
   - Part time . . . . . . . . . . . . . . . . . 2
   - Not going to school . . . . . . . . . . . 3

4. **What were the name and address of the school?**
   Name: ____________________
   Address: ____________________
   ____________________

5. **Were you on active military duty?**
   - Yes . . . . . . . . . . . . . . . . . . . . 1
   - No . . . . . . . . . . . . . . . . . . . . 2

6. **Were you a homemaker?**
   - Yes . . . . . . . . . . . . . . . . . . . . 1
   - No . . . . . . . . . . . . . . . . . . . . 2

### B. October 1973 Activities

Think back to October 1973, the fall of the second year after you left high school. [Circle the numbers of the answers which best fit the situation then.]

7. **Were you:**
   - Working full time? . . . . . . . . . . . . 1
   - Working part time? . . . . . . . . . . . . 2
   - Not working? . . . . . . . . . . . . . . 3

8. **Were you looking for work?**
   - Yes . . . . . . . . . . . . . . . . . . . . 1
   - No . . . . . . . . . . . . . . . . . . . . 2

9. **Were you going to school?**
   - Full time . . . . . . . . . . . . . . . . . 1
   - Part time . . . . . . . . . . . . . . . . . 2
   - Not going to school . . . . . . . . . . . 3

10. **What were the name and address of the school?**
    Name: ____________________
    Address: ____________________
    ____________________

11. **Were you on active military duty?**
    - Yes . . . . . . . . . . . . . . . . . . . . 1
    - No . . . . . . . . . . . . . . . . . . . . 2

12. **Were you a homemaker?**
    - Yes . . . . . . . . . . . . . . . . . . . . 1
    - No . . . . . . . . . . . . . . . . . . . . 2

## C. General Information

The following questions are more general in nature. [Circle the numbers of the answers which best fit.]

13. What kind of high school program were you in?

| | |
|---|---|
| General | 1 |
| Academic or college preparatory | 2 |
| Vocational or technical | 3 |

14. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

| | None or grade school only | High School | | Vocational, trade, business, or career program in a school or college | | Academic programs | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Did not finish | Finished | Less than two years | Two years or more | Some college (including two-year degree) | Finished college (four- or five-year degree) | Master's degree or equivalent | Ph. D., M.D., or equivalent |
| Father or male guardian | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Mother or female guardian | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

15. What job did your father (or male guardian) hold when you were a senior in high school, even if he is now retired, deceased, or disabled?

a. For whom does (or did) he work? (Name of company, business, organization, or other employer)

(Write in): ______________________________

b. What kind of business or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): ______________________________

c. What kind of job or occupation does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): ______________________________

d. What are (or were) his most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): ______________________________

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes except as required by law.

O.M.B. No. 051-S-76038
APPROVAL EXPIRES DECEMBER 31, 1980

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

# Fourth Follow-Up Questionnaire

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE ☐ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1979

1M 2422-1

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

## GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Work Experience
C. Education and Training
D. Military Service
E. Family Status
F. Experiences and Opinions
G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank — in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

| **Why did you leave high school?** | **(Circle one number on each line.)**<br>**My Reasons** | <br>**NOT My Reasons** |
|---|---|---|
| Graduated | [✓ 1] | 2 |
| Entered college | 1 | [✓ 2] |
| Went to work | [✓ 1] | 2 |

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the **first week of October 1979?**" Because it has been three years since we last heard from you, we also ask some questions about what you were doing in **1977** and **1978**. As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

(1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).

(2) The respondent is subject to no penalty for not providing all or any part of the requested information.

(3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.

(4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Department Regulations (45 CFR 56) published in the *Federal Register*, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

**OPERATION FOLLOW-UP**
**Research Triangle Institute**
**Post Office Box 12036**
**Research Triangle Park, North Carolina 27709**

**THANK YOU FOR YOUR COOPERATION**

**A**
**START**

# SECTION A: GENERAL INFORMATION

* 1. **What were you doing the first week of October 1979?**

**(Circle as many as apply.)**

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Enrolled in graduate or professional school | 2 |
| Taking academic courses at a two- or four-year college | 3 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 4 |
| Serving in an apprenticeship program or government training program | 5 |
| On active duty in the Armed Forces (or service academy) | 6 |
| Homemaker | 7 |
| On temporary layoff from work, looking for work, or waiting to report to work | 8 |
| Other (describe: ______________________________) | 9 |

2. **Where did you live during the first week of October 1979?**

**(Circle one.)**

| | |
|---|---|
| Private house | 1 |
| Mobile home | 2 |
| Private apartment | 3 |
| Dormitory or apartment operated by a school or college | 4 |
| Fraternity or sorority house | 5 |
| Rooming or boarding house | 6 |
| Military service barracks, on board ship, etc. | 7 |
| Other (describe: ______________________________) | 8 |

3. **With whom did you live the first week of October 1979?**

**(Circle one.)**

| | |
|---|---|
| By myself | 1 |
| With my parents | 2 |
| With my husband or wife | 3 |
| With parents and husband or wife | 4 |
| With other relatives | 5 |
| With person(s) not related to me | 6 |

4. **Which of the following best describes the location of the place where you lived in the first week of October 1979?**

**(Circle one.)**

| | |
|---|---|
| In a rural or farming community | 1 |
| In a small city or town of fewer than 50,000 people that is not a suburb of a larger place | 2 |
| In a medium-sized city (50,000-100,000 people) | 3 |
| In a suburb of a medium-sized city | 4 |
| In a large city (100,000-500,000 people) | 5 |
| In a suburb of a large city | 6 |
| In a very large city (over 500,000 people) | 7 |
| In a suburb of a very large city | 8 |
| A military base or station | 9 |

5. **What was the main reason you chose to live where you lived in October 1979?**

| | (Circle one.) |
|---|---|
| I have always lived here | 1 |
| To look for a job | 2 |
| Was transferred | 3 |
| To accept a job offer | 4 |
| To go to school | 5 |
| To follow my parents to a new location | 6 |
| To follow my spouse to a new location | 7 |
| To follow another relative or friend to a new location | 8 |
| Wanted a better place to live | 9 |
| Returned home after leaving school | 10 |
| Returned home after leaving armed services | 11 |
| Wanted to leave home and get out on my own | 12 |
| Other (specify: ________________) | 13 |

6. **How far is this from the city or community where you lived in October 1976?**

| | (Circle one.) |
|---|---|
| Does not apply to me since I live in the same city or community | 0 |
| Less than 50 miles | 1 |
| 50 to 99 miles | 2 |
| 100 to 199 miles | 3 |
| 200 to 499 miles | 4 |
| 500 miles or more | 5 |

7. **How far is this from where you lived in the spring of 1972 (when you were a senior in high school)?**

| | (Circle one.) |
|---|---|
| Does not apply to me since I live in the same city or community | 0 |
| Less than 50 miles | 1 |
| 50 to 99 miles | 2 |
| 100 to 199 miles | 3 |
| 200 to 499 miles | 4 |
| 500 miles or more | 5 |

8. **Which of the following items do you now have the use of because you (or your spouse) have bought them or have been given them, or because they belong to your parents, roommates, dormitory, apartment building, etc.?**

(Circle one number on each line.)

| | Have As My Own | Have But Don't Own | Don't Have Use Of |
|---|---|---|---|
| a. Daily newspaper | 1 | 2 | 3 |
| b. Dictionary | 1 | 2 | 3 |
| c. Encyclopedia or other reference books | 1 | 2 | 3 |
| d. Magazines | 1 | 2 | 3 |
| e. Record player | 1 | 2 | 3 |
| f. Tape recorder or cassette player | 1 | 2 | 3 |
| g. Color television | 1 | 2 | 3 |
| h. Typewriter | 1 | 2 | 3 |
| i. Electric dishwasher | 1 | 2 | 3 |
| j. Two or more cars or trucks that run | 1 | 2 | 3 |

*** 9. Now please think back a year to Fall 1978. What were you doing in October 1978?**

**(Circle as many as apply.)**

Working for pay at a full-time or part-time job .......... 1
Enrolled in graduate or professional school .......... 2
Taking academic courses at a two- or four-year college .......... 3
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) .......... 4
On active duty in the Armed Forces (or service academy) .......... 5
Homemaker .......... 6
On temporary layoff from work, looking for work, or waiting to report to work .......... 7
Other (describe: ______________________________) .......... 8

*** 10. Now please think back another year to Fall 1977. What were you doing in October 1977?**

**(Circle as many as apply.)**

Working for pay at a full-time or part-time job .......... 1
Enrolled in graduate or professional school .......... 2
Taking academic courses at a two- or four-year college .......... 3
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) .......... 4
On active duty in the Armed Forces (or service academy) .......... 5
Homemaker .......... 6
On temporary layoff from work, looking for work, or waiting to report to work .......... 7
Other (describe: ______________________________) .......... 8

# SECTION B: WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held, particularly in the three-year period from October 1976 through October 1979. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

*** 11. Since leaving high school, have you at any time held a job of any kind?**

**(Circle one.)**

No......................1 *GO TO Q. 63, p. 14*
Yes.....................2 *CONTINUE WITH Q. 12*

**LATEST JOB HELD**

*** 12. Please describe below the job you held during the first week of October 1979, or if you did not hold a job then, the last job you held before that. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ____________________

e. Were you:

**(Circle one.)**

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?..........1
A GOVERNMENT employee (Federal, State, county, or local institution or school)?..........2
Self-employed in your OWN business, professional practice, or farm?..........3
Working WITHOUT PAY in family business or farm?..........4

f. When did you start working at this job? ____________ (month) ____________ (year)

g. Are you currently working at this job?

**(Circle one.)**

Yes.....................1
No......................2 (Date left: ____________ month ____________ year)

CONTINUED

**13. When you took this job, what were your reasons for taking it rather than some other job?**

(Circle one number on each line.)

| | My Reasons | Not My Reasons |
|---|---|---|
| a. It was the kind of job for which I had trained | 1 | 2 |
| b. It was pretty much the kind of job I was looking for | 1 | 2 |
| c. It was pretty much the kind of work I had always wished to do | 1 | 2 |
| d. I could not get the kind of job for which I was trained | 1 | 2 |
| e. I could not get the kind of job I wanted because of my race | 1 | 2 |
| f. I could not get the kind of job I wanted because of my sex | 1 | 2 |
| g. It was the best paying job I could find | 1 | 2 |
| h. This job offered a great deal of security | 1 | 2 |
| i. It was the best job I could find without having to move to another city or state | 1 | 2 |
| j. It was the only job I could find | 1 | 2 |
| k. I did not have sufficient training to get the kind of job I really wanted | 1 | 2 |
| l. Other (specify: ______________________________ ) | 1 | 2 |

**14. How satisfied were you with the following aspects of this job?**

(Circle one number on each line.)

| | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|
| a. Pay | 1 | 2 | 3 | 4 |
| b. Fringe benefits | 1 | 2 | 3 | 4 |
| c. Importance and challenge | 1 | 2 | 3 | 4 |
| d. Working conditions | 1 | 2 | 3 | 4 |
| e. Opportunity for promotion and advancement with this employer | 1 | 2 | 3 | 4 |
| f. Opportunity for promotion and advancement in this line of work | 1 | 2 | 3 | 4 |
| g. Opportunity to use past training and education | 1 | 2 | 3 | 4 |
| h. Security and permanence | 1 | 2 | 3 | 4 |
| i. Supervisor(s) | 1 | 2 | 3 | 4 |
| j. Opportunity for developing new skills | 1 | 2 | 3 | 4 |
| k. Job as a whole | 1 | 2 | 3 | 4 |
| l. The pride and respect I received from my family and friends by being in this line of work | 1 | 2 | 3 | 4 |

**15. How much of a problem did the following experiences cause you in this job?**

(Circle one number on each line.)

| | Little or No Problem or Does Not Apply to Me | Somewhat of a Problem | A Serious Problem |
|---|---|---|---|
| a. Moving to another location | 1 | 2 | 3 |
| b. Being laid off or fired | 1 | 2 | 3 |
| c. Going back to school or college | 1 | 2 | 3 |
| d. Getting married, having a baby, or taking on other family responsibilities | 1 | 2 | 3 |
| e. Having health problems or a physical handicap | 1 | 2 | 3 |
| f. Lacking sufficient education or training | 1 | 2 | 3 |
| g. Being treated unfairly because of my race | 1 | 2 | 3 |
| h. Being treated unfairly because of my sex | 1 | 2 | 3 |
| i. Not receiving sufficient training on the job to perform satisfactorily on the job | 1 | 2 | 3 |
| j. Not receiving sufficient training on the job to get ahead on the job | 1 | 2 | 3 |

**16. How did your schooling relate to your experiences on this job?**

(Circle one number on each line.)

| | My Experience | NOT My Experience |
|---|---|---|
| a. I was able to apply most of what I learned in school | 1 | 2 |
| b. I would have liked more job-related training before I started working | 1 | 2 |
| c. The way the job was done was different from the way I was trained | 1 | 2 |
| d. I did not use, on the job, the tools or equipment I was trained to use | 1 | 2 |
| e. I could have gotten my job without the training | 1 | 2 |
| f. I realized I had taken coursework associated with my training which was not helpful in performing my job | 1 | 2 |
| g. Most of what I did on the job I learned to do in school | 1 | 2 |
| h. I considered myself to be doing as well as others with similar training | 1 | 2 |
| i. I considered going to school and getting the training a wise choice | 1 | 2 |

**17. How many miles did you typically travel each day, one way, from your place of residence to this job?**

| | (Circle one.) |
|---|---|
| Less than one mile | 1 |
| 1 to 5 miles | 2 |
| 6 to 10 miles | 3 |
| 11 to 20 miles | 4 |
| 21 to 50 miles | 5 |
| More than 50 miles | 6 |

## JOBS HELD DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1978 THROUGH OCTOBER 1979

**18. Were you looking for work during the first week of October 1979 (regardless of whether or not you held a job at that time)?**

| | (Circle one.) | |
|---|---|---|
| No, and did NOT look for work at any time during the month of September 1979 | 1 | *GO TO Q. 21* |
| Yes, WAS looking for work during the first week of October 1979 | 2 | *CONTINUE WITH Q. 19* |
| No, but DID look for work sometime during the month of September 1979 | 3 | |

**19. How many hours per week did you spend actively looking for work the last week you were looking for work?**

______________ hours per week

**20. What was the lowest weekly salary or wage rate you would have accepted the last week you were looking for work?**

$__________ per week

***21. At any time during the period from the first of November 1978 through October 1979, did you hold a job of any kind?**

| | (Circle one.) | |
|---|---|---|
| No | 1 | *GO TO Q. 40, p. 9* |
| Yes | 2 | *CONTINUE WITH Q. 22, p. 7* |

***22. Please think about the most recent job you held during the period from the first of November 1978 through October 1979. How many hours did you usually work at this job in an average week?**

_______________ hours per week

**23. How did you find this job?**

**(Circle as many as apply.)**

| | |
|---|---|
| School or college placement service | 1 |
| Professional periodicals or organizations | 2 |
| Civil Service applications | 3 |
| Public employment service | 4 |
| Private employment agency | 5 |
| Community action or welfare groups | 6 |
| Newspaper, TV, or radio ads | 7 |
| Direct application to employers | 8 |
| Registration with a union | 9 |
| Relatives | 10 |
| Friends | 11 |
| Other (specify: ______________________________) | 12 |

***24. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week (Earnings before deductions)

**25. The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day on your job?**

**(Circle one number on each line.)**

| | None | Very Little | Some | A Great Deal |
|---|---|---|---|---|
| a. Working with things (machinery, apparatus, art materials, etc.) | 1 | 2 | 3 | 4 |
| b. Doing paperwork (administrative, clerical computational, etc.) | 1 | 2 | 3 | 4 |
| c. Working with ideas, thinking | 1 | 2 | 3 | 4 |
| d. Dealing with people (as part of the job) | 1 | 2 | 3 | 4 |

**26. About how many people were employed in the entire organization for which you worked? If you were a State or Federal employee, give the approximate number of people in your department, e.g., State, Commerce, Motor Vehicles, etc. If you were self-employed, give the approximate number of your employees.**

**(Circle one.)**

| | |
|---|---|
| Less than 1000 | 1 |
| 1000 or more | 2 |
| Don't know | 3 |

**27. About how many of these people worked in the same plant or office as you?**

**(Circle one.)**

| | |
|---|---|
| I worked alone | 1 |
| Less than 10 | 2 |
| 10-99 | 3 |
| 100-499 | 4 |
| 500-999 | 5 |
| 1,000 or more | 6 |

**28. Please think about your supervisor or the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?**

**(Circle one.)**

| | |
|---|---|
| My supervisor decided both what I did and how I did it | 1 |
| My supervisor decided what I did, but I decided how I did it | 2 |
| My supervisor gave me some freedom in deciding what I did and how I did it | 3 |
| I was more or less my own boss within the general policies of the organization | 4 |
| There was no such person | 5 |

**29. How many people did you supervise in your job? (Include all persons whose work you supervised as well as those for whose work you were held responsible.) Enter zero, "0," if you were not responsible for anyone else's work.**

__________people

**30. Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 34* |
| Yes | 2 | *CONTINUE WITH Q. 31* |

**31. Where did you receive this training?**

**(Circle as many as apply.)**

| | |
|---|---|
| High School | 1 |
| Vocational, trade, business, or other career training school | 2 |
| Apprenticeship or government training program | 3 |
| Junior or community college | 4 |
| College or university (four years or more) | 5 |
| Independent graduate or professional school (medical, dental, law, theology, etc.) | 6 |
| Military service | 7 |
| Other (describe ____________________) | 8 |

**32. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**33. Did the school at which you received your training for this job refer you to this job?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

**34. Do you expect to be working in October 1980?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 36, p. 9* |
| Don't know | 2 | |
| Yes | 3 | *CONTINUE WITH Q. 35* |

**35. Do you plan to work at the SAME KIND OF WORK?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**36. Were you working at a second job during the period from the first of November 1978 through October 1979 at the SAME TIME you held the job you described above?**

**(Circle one.)**

No....................1 *GO TO Q. 39*
Yes....................2 *CONTINUE WITH Q. 37*

**37. How many hours did you usually work at this second job in a average week?**

_______________ hours per week

**38. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week (Earnings before deductions)

*** 39. Did you hold a job of any kind during the first week of October 1979?**

**(Circle one.)**

Yes, working full-time (35 hours or more per week)....................1
Yes, working part-time (34 hours or fewer per week)....................2
Yes, but on temporary layoff from work or waiting to report to work....................3
No....................4

## JOBS HELD DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1977 THROUGH OCTOBER 1978

**40. Now please think back a year. Were you looking for work during the first week of October 1978 (regardless of whether or not you held a job at that time)?**

**(Circle one.)**

Yes....................1
No, but DID look for work sometime during the month of September 1978....................2
No, and did NOT look for work at any time during the month of September 1978....................3

*** 41. At any time during the period from the first of November 1977 through October 1978, did you hold a job of any kind?**

**(Circle one.)**

No....................1 *GO TO Q. 50, p. 11*
Yes....................2 *CONTINUE WITH Q. 42*

*** 42. Please think about the most recent job you held during the period from the first of November 1977 through October 1978. How many hours did you usually work at this job in an average week?**

_______________ hours per week

*** 43. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week (Earnings before deductions)

***44. Is this the same job you reported in Q. 12?**

**(Circle one.)**

Yes.......................................1 *GO TO Q. 46*
No........................................2 *CONTINUE WITH Q. 45*

***45. Please describe below the most recent job you held during the period from the first of November 1977 through October 1978. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ____________________

e. Were you:

**(Circle one.)**

An employee of a PRIVATE company, bank, business, school or individual working for wages, salary, or commissions?..........1
A GOVERNMENT employee (Federal, State, county, or local institution or school)..........2
Self-employed in your OWN business, professional practice, or farm?..........3
Working WITHOUT PAY in family business or farm?..........4

f. When did you start working at this job? __________ (month) __________ (year)

g. When did you leave this job? __________ (month) __________ (year)

**46. Were you working at a second job during the period from the first of November 1977 through October 1978 at the SAME TIME you held the job you described above?**

**(Circle one.)**

No........................................1 *GO TO Q. 49*
Yes.......................................2 *CONTINUE WITH Q. 47*

**47. How many hours did you usually work at this second job in an average week?**

__________ hours per week

**48. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week (Earnings before deductions)

***49. Did you hold a job of any kind during the month of October 1978?**

**(Circle one.)**

Yes, worked full-time (35 hours or more per week)..........1
Yes, worked part-time (34 hours or fewer per week)..........2
Yes, but on temporary layoff from work or waiting to report to work..........3
No..........4

CONTINUED

## JOBS HELD DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1976 THROUGH OCTOBER 1977

50. Now please think back another year. Were you looking for work during the first week of October 1977 (regardless of whether or not you held a job at that time)?

(Circle one.)

Yes ........................................ 1
No, but DID look for work sometime during the month of September 1977 ........ 2
No, and did NOT look for work at any time during the month of September 1977 ..... 3

*51. At any time during the period from the first of November 1976 through October 1977, did you hold a job of any kind?

(Circle one.)

No .............................. 1 *GO TO Q. 60, p. 13*
Yes .............................. 2 *CONTINUE WITH Q. 52*

*52. Please think about the most recent job you held during the period from the first of November 1976 through October 1977. How many hours did you usually work at this job in an average week?

_______________ hours per week

*53. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

$__________ per week (Earnings before deductions)

*54. Is this the same job you reported in Q 45 (or in Q. 12 if you did not answer Q. 45)?

(Circle one.)

Yes .............................. 1 *GO TO Q. 56, p. 12*
No .............................. 2 *CONTINUE WITH Q. 55, p. 12*

*** 55. Please describe below the most recent job you held during the period from the first of November 1976 through October 1977. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): ______________________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): ______________________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________________

e. Were you:

| | **(Circle one.)** |
|---|---|
| An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? | 1 |
| A GOVERNMENT employee (Federal, State, county, or local institution or school)? | 2 |
| Self-employed in your OWN business, professional practice, or farm? | 3 |
| Working WITHOUT PAY in family business or farm? | 4 |

f. When did you start working at this job? __________ (month) __________ (year)

g. When did you leave this job? __________ (month) __________ (year)

**56. Were you working at a second job during the period from the first of November 1976 through October 1977 at the SAME TIME you held the job you described above?**

| | **(Circle one.)** | |
|---|---|---|
| No | 1 | *GO TO Q. 59* |
| Yes | 2 | *CONTINUE WITH Q. 57* |

**57. How many hours did you usually work at this second job in an average week?**

__________ hours per week

**58. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week (Earnings before deductions)

*** 59. Did you hold a job of any kind during the month of October 1977?**

| | **(Circle one.)** |
|---|---|
| Yes, worked full-time (35 hours or more per week) | 1 |
| Yes, worked part-time (34 hours or fewer per week) | 2 |
| Yes, but on temporary layoff from work or waiting to report to work | 3 |
| No | 4 |

CONTINUED

## JOB PROGRESS

***60. During the three 52-week periods from (a) October 1976 to October 1977, from (b) October 1977 to October 1978, and from (c) October 1978 to October 1979, how many employers did you work for altogether? (For each time period, count each employer only once, even if you had different jobs for the same employer.) Enter zero, "0," if you had no employer.**

| | Number of Employers |
|---|---|
| a. October 1976 to October 1977 | |
| b. October 1977 to October 1978 | |
| c. October 1978 to October 1979 | |

***61. During the same three 52-week periods from (a) October 1976 to October 1977, from (b) October 1977 to October 1978, and from (c) October 1978 to October 1979, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.) Enter zero, "0," if there were no such weeks.**

| | Number of Weeks Worked |
|---|---|
| a. October 1976 to October 1977 | |
| b. October 1977 to October 1978 | |
| c. October 1978 to October 1979 | |

**62. In each of these 52-week periods from (a) October 1976 to October 1977, from (b) October 1977 to October 1978, and from (c) October 1978 to October 1979, for how many weeks were you NOT working but looking for work, on layoff from a job, or waiting to report to work? Enter zero, "0," if there were no such weeks.**

| | Number of weeks NOT Working but Looking for Work, on Layoff from a Job, or Waiting to Report to Work |
|---|---|
| a. October 1976 to October 1977 | |
| b. October 1977 to October 1978 | |
| c. October 1978 to October 1979 | |

## CAREER PLANS

*** 63. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

| | **(Circle one.)** |
|---|---|
| a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 1 |
| b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 2 |
| c. FARMER, FARM MANAGER | 3 |
| d. FULL-TIME HOMEMAKER | 4 |
| e. LABORER such as construction worker, car washer, sanitary worker, farm laborer | 5 |
| f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 6 |
| g. MILITARY such as career officer, enlisted man or woman in the Armed Forces | 7 |
| h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant | 8 |
| i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher | 9 |
| j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher | 10 |
| k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 11 |
| l. PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter | 12 |
| m. SALES such as salesperson, advertising or insurance agent, real estate broker | 13 |
| n. SCHOOL TEACHER such as elementary or secondary | 14 |
| o. SERVICE, such as barber, beautician, practical nurse, private household worker, janitor, waiter | 15 |
| p. TECHNICAL such as draftsman, medical or dental technician, computer programmer | 16 |
| q. NOT WORKING | 17 |

**64. Do you think you will need more education, training, or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?**

| | **(Circle one.)** |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**65. How satisfied are you with the progress you have made towards doing the kind of work you expect to be doing when you are 30 years old?**

| | **(Circle one.)** |
|---|---|
| Very satisfied | 1 |
| Satisfied | 2 |
| Dissatisfied | 3 |
| Very dissatisfied | 4 |

START

# SECTION C: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about the schools you have attended during the last three years, from October 1976 to October 1979. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

## EDUCATIONAL EXPERIENCES AND PLANS

***66. As of the first week of October 1979, how many years of education had you received at vocational, trade, or business schools?**

**(Circle one.)**

| | |
|---|---|
| This does not apply to me since I have not attended a vocational, trade, or business school | 0 |
| Some, but less than two years | 1 |
| Two years or more | 2 |

***67. As of the first week of October 1979, what was your highest level of college education?**

**(Circle one.)**

| | |
|---|---|
| This does not apply to me since I have not attended college | 0 |
| Some, but less than two years of college | 1 |
| Two or more years of college | 2 |
| Finished college (four- or five-year degree) | 3 |
| Master's degree or equivalent | 4 |
| Ph.D. or advanced professional degree | 5 |

***68. As things stand now, how far in vocational, trade, or business school do you think you actually will get?**

**(Circle one.)**

| | |
|---|---|
| I do not think I will attend at all | 1 |
| Some, but less than two years | 2 |
| Two years or more | 3 |

***69. As things stand now, how far in college do you think you actually will get?**

**(Circle one.)**

| | |
|---|---|
| I do not think I will attend at all | 1 |
| Some but less than two years of college | 2 |
| Two or more years of college | 3 |
| Finish college (four- or five-year degree) | 4 |
| Master's degree or equivalent | 5 |
| Ph.D. or advanced professional degree | 6 |

CONTINU

**70. In considering your further education, which of the following statements are true?**

**(Circle one number on each line.)**

| | Is True For Me | Is Not True for Me |
|---|---|---|
| a. I am interested in further education | 1 | 2 |
| b. I have family responsibilities that would interfere with my further education | 1 | 2 |
| c. Financial considerations would interfere with my further education | 1 | 2 |
| d. My present job prospects are good enough without further education | 1 | 2 |
| e. I am not sure what I want to study | 1 | 2 |
| f. I am not sure what occupation I want to pursue | 1 | 2 |
| g. I am tired of school | 1 | 2 |
| h. I do not think my academic background is good enough for me to attempt further education | 1 | 2 |
| i. I do not think I have the ability to succeed at further education | 1 | 2 |

**71. How important would each of the following factors be in your choice of where to go for more schooling?**

**(Circle one number on each line.)**

| | Determining Factor | Important | Not Important | Would NOT Consider |
|---|---|---|---|---|
| a. Cost of attending | 1 | 2 | 3 | 4 |
| b. Amount of financial aid available | 1 | 2 | 3 | 4 |
| c. Recommendation of undergraduate professor | 1 | 2 | 3 | 4 |
| d. Presence of a particular professor at the institution | 1 | 2 | 3 | 4 |
| e. Quality of a particular department | 1 | 2 | 3 | 4 |
| f. Reputation of the institution | 1 | 2 | 3 | 4 |
| g. Location | 1 | 2 | 3 | 4 |
| h. Library facilities | 1 | 2 | 3 | 4 |
| i. Proximity to spouse's school/work | 1 | 2 | 3 | 4 |
| j. Other (specify: ____________________) | 1 | 2 | 3 | 4 |

**72. Which of the following statements describes your experience during your last year in school?**

**(Circle one number on each line.)**

| | Was My Experience | Was Not My Experience |
|---|---|---|
| a. The courses were more difficult than I expected | 1 | 2 |
| b. School personnel advised me to continue in the field I was studying | 1 | 2 |
| c. Good job opportunities existed in the field I was studying | 1 | 2 |
| d. The course content differed from what I expected | 1 | 2 |
| e. I found the course work interesting | 1 | 2 |
| f. I performed well academically | 1 | 2 |
| g. I learned a great deal from the education or training | 1 | 2 |
| h. I met people with new ideas | 1 | 2 |

CONTINUED

**73. Which of the following caused problems with your schooling during your last year in school?**

**(Circle one number on each line.)**

| | **Caused Problems For Me** | **Did Not Cause Problems For Me** |
|---|---|---|
| a. I could not afford to go full-time or continue in school | 1 | 2 |
| b. I was working full-time | 1 | 2 |
| c. I was working part-time | 1 | 2 |
| d. I got married, had a baby, or took on other family responsibilities | 1 | 2 |
| e. I was undecided about career plans | 1 | 2 |
| f. There was too much pressure or strain with my load of school work | 1 | 2 |
| g. I wanted to be at a larger school | 1 | 2 |
| h. I wanted to be at a smaller school | 1 | 2 |
| i. I wanted to attend a school closer to home | 1 | 2 |
| j. I wanted to attend a school farther from home | 1 | 2 |
| k. The school program was not relevant to the work I wanted to do | 1 | 2 |
| l. I was failing or not doing as well as I wanted | 1 | 2 |

**74. With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?**

**(Circle one number on each line.)**

| | **Very Satisfied** | **Somewhat Satisfied** | **Neutral or No Opinion** | **Somewhat Dissatisfied** | **Very Dissatisfied** |
|---|---|---|---|---|---|
| a. The ability, knowledge, and personal qualities of most teachers | 1 | 2 | 3 | 4 | 5 |
| b. The social life | 1 | 2 | 3 | 4 | 5 |
| c. Development of my work skills | 1 | 2 | 3 | 4 | 5 |
| d. My intellectual growth | 1 | 2 | 3 | 4 | 5 |
| e. Counseling or job placement | 1 | 2 | 3 | 4 | 5 |
| f. The buildings, library, equipment, etc. | 1 | 2 | 3 | 4 | 5 |
| g. Cultural activities, music, art, drama, etc. | 1 | 2 | 3 | 4 | 5 |
| h. The intellectual life of the school | 1 | 2 | 3 | 4 | 5 |
| i. Course curriculum | 1 | 2 | 3 | 4 | 5 |
| j. The quality of instruction | 1 | 2 | 3 | 4 | 5 |
| k. Sports and recreation facilities | 1 | 2 | 3 | 4 | 5 |
| l. The financial cost of attending | 1 | 2 | 3 | 4 | 5 |
| m. The prestige of the school | 1 | 2 | 3 | 4 | 5 |

***75. Since high school, had you earned any certificate, license, diploma or degree of any kind prior to October 1979?**

**(Circle one.)**

No ........ 1 *GO TO Q. 77, p. 18*
Yes ........ 2 *CONTINUE WITH Q. 76, p. 18*

**★ 76. What kind of certificate, license, diploma or degree had you earned?**

|  | (Circle as many as apply.) | Date Received Month Year | Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Degree in History) |
|---|---|---|---|
| A certificate | 1 | ______ 19 ___ | ______ |
| A license | 2 | ______ 19 ___ | ______ |
| A 2-year or 3-year vocational degree or diploma | 3 | ______ 19 ___ | ______ |
| A 2-year academic degree | 4 | ______ 19 ___ | ______ |
| A 4-year or 5-year college Bachelor's degree | 5 | ______ 19 ___ | ______ |
| A Master's degree or equivalent | 6 | ______ 19 ___ | ______ |
| Other (specify: ______) | 7 | ______ 19 ___ | ______ |

**★ 77. Since leaving high school, about how many credits which can be used for a 4-year college Bachelor's degree had you earned by October 1979? Enter zero, "0", where you received no credits. (Write in. Use more than one line if applicable.)**

a. ______ Number of quarter hours

b. ______ Number of semester hours

c. ______ Number of other type of credits (specify type: ______)

**SCHOOL ATTENDANCE DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1976 THROUGH OCTOBER 1979**

**★ 78. During the three-year period from the first of November 1976 through October 1979, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

**(Circle one.)**

No ........ 1 *GO TO Q. 134, p. 30*
Yes ........ 2 *CONTINUE WITH Q. 79, p. 19*

CONTINUED

## SCHOOL ATTENDANCE DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1978 THROUGH OCTOBER 1979

***79. During the period from the first of November 1978 through October 1979, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, community college, and so forth?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 91, p. 21* |
| Yes | 2 | *CONTINUE WITH Q. 80* |

***80. During the period from the first of November 1978 through October 1979, which month(s) did you attend school?**

**(Circle all that apply.)**

| | |
|---|---|
| November 1978 | 1 |
| December 1978 | 2 |
| January 1979 | 3 |
| February 1979 | 4 |
| March 1979 | 5 |
| April 1979 | 6 |
| May 1979 | 7 |
| June 1979 | 8 |
| July 1979 | 9 |
| August 1979 | 10 |
| September 1979 | 11 |
| October 1979 | 12 |

***81. What is the exact name and location of the school you attended the last month that you circled in Q. 80?**

School name: ______________________________

City: ______________________________ State: ______________

***82. What kind of school was the last school you attended during the period from the first of November 1978 through October 1979 (the school you listed in Q. 81)?**

**(Circle one.)**

| | |
|---|---|
| Vocational, trade, business, or other career training school | 1 |
| Junior or community college (two-year) | 2 |
| College or university (four years or more) | 3 |
| Independent graduate or professional school (medical, dental, law, theology, etc.) | 4 |
| Other (describe ______________________________) | 5 |

**83. During the last month you circled in Q. 80, were you classified by this school as a full-time student?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**84. During the last month you circled in Q. 80, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

______________ hours per week

*** 85. At that time how were you classified by your school?**

| | (Circle one.) |
|---|---|
| Freshman (first-year undergraduate student) | 1 |
| Sophomore (second-year undergraduate student) | 2 |
| Junior (third-year undergraduate student) | 3 |
| Senior (fourth-year undergraduate student) | 4 |
| Graduate or professional student | 5 |
| Special student | 6 |
| Other classification (specify: ____________________) | 7 |
| My school doesn't classify students | 8 |

**86. In the last month you circled in Q. 80, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?**

**Please name the specific field or area:**

(Write in): ________________________________________

*** 87. Please select below the category which best describes this field or area.**

| | (Circle one.) |
|---|---|
| **Agriculture or Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupational therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **Professional Program** (medicine, dentistry, law, theology, etc.) | 14 |
| **Other field or area** (specify: ____________________) | 15 |
| **Undecided** | 16 |

*** 88. This (above) is:**

| | (Circle one.) |
|---|---|
| A vocational program | 1 |
| An academic program | 2 |
| A professional program | 3 |
| Other (specify: ________________) | 4 |

CONTINUED

*** 89. In the last month you circled in Q. 80, for what kind of certificate, license, diploma, or degree were you studying?**

**(Circle as many as apply.)**

None .................................................... 1
A certificate (specify in what: ______________________________ )...... 2
A license (specify in what: ______________________________ )...... 3
A two-year or three-year vocational degree or diploma .................. 4
A two-year academic degree .................................... 5
A four-year or five-year college Bachelor's degree ...................... 6
A Master's degree or equivalent ................................ 7
A Ph.D. or equivalent ......................................... 8
An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent
(specify degree: ______________________________ )...... 9
Other (specify: ______________________________ )......10

**90. During the last month you circled in Q. 80, did you work for the school you were attending?**

**(Circle one.)**

Yes, working for pay .................................... 1
Yes, working off cost of tuition, housing, or meals ............ 2
Yes, both of the above ................................ 3
No .................................................... 4

## SCHOOL ATTENDANCE DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1977 THROUGH OCTOBER 1978

***91. During the period from the first of November 1977 through October 1978, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, community college, and so forth?**

**(Circle one.)**

No .................... 1 *GO TO Q. 103, p. 24*
Yes .................... 2 *CONTINUE WITH Q. 92*

*** 92. During the period from the first of November 1977 through October 1978, which month(s) did you attend school?**

**(Circle all that apply.)**

November 1977 ........................ 1
December 1977 ........................ 2
January 1978 ........................ 3
February 1978 ........................ 4
March 1978 ........................ 5
April 1978 ........................ 6
May 1978 ........................ 7
June 1978 ........................ 8
July 1978 ........................ 9
August 1978 ........................10
September 1978 ........................11
October 1978 ........................12

*** 93. What is the exact name and location of the school you attended the last month that you circled in Q. 92?**

School name: ______________________________

City: ______________________________ State: ______________

CONTIN

*** 94. What kind of school was the last school you attended during the period from the first of November 1977 through October 1978 (the school you listed in Q. 93)?**

**(Circle one.)**

| | |
|---|---|
| Vocational, trade, business, or other career training school | 1 |
| Junior or community college (two-year) | 2 |
| College or university (four years or more) | 3 |
| Independent graduate or professional school (medical, dental, law, theology, etc.) | 4 |
| Other (describe: ______________________________) | 5 |

**95. During the last month you circled in Q. 92, were you classified by this school as a full-time student?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**96. During the last month you circled in Q. 92, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

______________ hours per week

*** 97. At that time how were you classified by your school?**

**(Circle one.)**

| | |
|---|---|
| Freshman (first-year undergraduate student) | 1 |
| Sophomore (second-year undergraduate student) | 2 |
| Junior (third-year undergraduate student) | 3 |
| Senior (fourth-year undergraduate student) | 4 |
| Graduate or professional student | 5 |
| Special student | 6 |
| Other classification (specify: ______________________________) | 7 |
| My school doesn't classify students | 8 |

**98. In the last month you circled in Q. 92, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?**

**Please name the specific field or area:**

(Write in): ____________________________________________

CONTINUED

***99. Please select below the category which best describes this field or area.**

| | (Circle one.) |
|---|---|
| **Agriculture or Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupational therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **Professional Program** (medicine, dentistry, law, theology, etc.) | 14 |
| **Other field or area** (specify: ________________________) | 15 |
| **Undecided** | 16 |

***100. This (above) is:**

| | (Circle one.) |
|---|---|
| A vocational program | 1 |
| An academic program | 2 |
| A professional program | 3 |
| Other (specify: ____________________) | 4 |

***101. In the last month you circled in Q. 92, for what kind of certificate, license, diploma, or degree were you studying?**

| | (Circle as many as apply.) |
|---|---|
| None | 1 |
| A certificate (specify in what: ________________________) | 2 |
| A license (specify in what: ________________________) | 3 |
| A two-year or three-year vocational degree or diploma | 4 |
| A two-year academic degree | 5 |
| A four-year or five-year college Bachelor's degree | 6 |
| A Master's degree or equivalent | 7 |
| A Ph.D. or equivalent | 8 |
| An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: ________________________) | 9 |
| Other (specify: ________________________) | 10 |

**102. During the last month you circled in Q. 92, did you work for the school you were attending?**

| | (Circle one.) |
|---|---|
| Yes, working for pay | 1 |
| Yes, working off cost of tuition, housing, or meals | 2 |
| Yes, both of the above | 3 |
| No | 4 |

## SCHOOL ATTENDANCE DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1976 THROUGH OCTOBER 1977

*** 103. During the period from the first of November of 1976 through October 1977, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, community college, and so forth?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 115, p. 26* |
| Yes | 2 | *CONTINUE WITH Q. 104* |

*** 104. During the period from the first of November 1976 through October 1977, which month(s) did you attend school?**

**(Circle all that apply.)**

| | |
|---|---|
| November 1976 | 1 |
| December 1976 | 2 |
| January 1977 | 3 |
| February 1977 | 4 |
| March 1977 | 5 |
| April 1977 | 6 |
| May 1977 | 7 |
| June 1977 | 8 |
| July 1977 | 9 |
| August 1977 | 10 |
| September 1977 | 11 |
| October 1977 | 12 |

*** 105. What is the exact name and location of the school you attended the last month that you circled in Q. 104?**

School name: ____________________

City: ____________________ State: __________

*** 106. What kind of school was the last school you attended during the period from the first of November 1976 through October 1977 (the school you listed in Q. 105)?**

**(Circle one.)**

| | |
|---|---|
| Vocational, trade, business, or other career training school | 1 |
| Junior or community college (two-year) | 2 |
| College or university (four years or more) | 3 |
| Independent graduate or professional school (medical, dental, law, theology, etc.) | 4 |
| Other (describe ____________________ ) | 5 |

**107. During the last month you circled in Q. 104, were you classified by this school as a full-time student?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**108. During the last month you circled in Q. 104, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

__________ hours per week

CONTINUED

*** 109. At that time how were you classified by your school?**

| | (Circle one.) |
|---|---|
| Freshman (first-year undergraduate student) | 1 |
| Sophomore (second-year undergraduate student) | 2 |
| Junior (third-year undergraduate student) | 3 |
| Senior (fourth-year undergraduate student) | 4 |
| Graduate or professional student | 5 |
| Special student | 6 |
| Other classification (specify: ______________________) | 7 |
| My school doesn't classify students | 8 |

**110. In the last month you circled in Q. 104, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?**

**Please name the specific field or area:**

(Write in): ______________________________________________

*** 111. Please select below the category which best describes this field or area.**

| | (Circle one.) |
|---|---|
| **Agriculture or Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupational therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **Professional Program** (medicine, dentistry, law, theology, etc.) | 14 |
| **Other field or area** (specify: ______________________) | 15 |
| **Undecided** | 16 |

*** 112. This (above) is:**

| | (Circle one.) |
|---|---|
| A vocational program | 1 |
| An academic program | 2 |
| A professional program | 3 |
| Other (specify: ______________________) | 4 |

* **113. In the last month you circled in Q. 104, for what kind of certificate, license, diploma, or degree were you studying?**

**(Circle as many as apply.)**

None .... 1
A certificate (specify in what: ________________) .... 2
A license (specify in what: ________________) .... 3
A two-year or three-year vocational degree or diploma .... 4
A two-year academic degree .... 5
A four-year or five-year college Bachelor's degree .... 6
A Master's degree or equivalent .... 7
A Ph.D. or equivalent .... 8
An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent
(specify degree: ________________) .... 9
Other (specify: ________________) .... 10

**114. During the last month you circled in Q. 104, did you work for the school you were attending?**

**(Circle one.)**

Yes, working for pay .... 1
Yes, working off cost of tuition, housing, or meals .... 2
Yes, both of the above .... 3
No .... 4

## GRADES AND CHANGES IN EDUCATIONAL PLANS

**115. Estimate how well you have done in all of your coursework or programs during the period from the first of November 1976 through October 1979. Do not include grades from graduate or professional school.**

**(Circle one.)**

Mostly A (3.75-4.00 grade point average) .... 1
About half A and half B (3.25-3.74 grade point average) .... 2
Mostly B (2.75-3.24 grade point average) .... 3
About half B and half C (2.25-2.74 grade point average) .... 4
Mostly C (1.75-2.24 grade point average) .... 5
About half C and half D (1.25-1.74 grade point average) .... 6
Mostly D or below (less than 1.25) .... 7
Have not taken any courses for which grades were given .... 8

**116. How many times has your field of study changed since October 1976, three years ago? (Enter zero, "0," if it has not changed.)**

________________ times

**117. How many times have you changed schools since October 1976, three years ago? (Enter zero, "0," if you have not changed schools.)**

________________ times

*** 118. Since October 1976, have you withdrawn from any school before you completed your studies at that school?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 120* |
| Yes, but I have since returned to school | 2 | |
| Yes, but I plan to return before October 1980 | 3 | *CONTINUE WITH Q. 119* |
| Yes, and I do not plan to return before October 1980 | 4 | |

*** 119. How many times since October 1976 have you withdrawn from school before you completed your studies at that school?**

____________________ times

## SCHOOL FINANCES FROM FALL 1976 THROUGH SUMMER 1979

The following questions ask about your school finances for the three time periods of (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979. Please make sure you answer each question for all three time periods. If you are unsure about the actual dollar amount for a particular item, give your best estimate.

***120. Considering the three time periods of (a) Fall 1976 through Summer 1977, and (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, what is your estimate of how much it cost you for tuition and fees to go to school, regardless of who paid? Estimate the amounts and record them below. Do not include costs after Summer 1979. Enter a zero, "0," where you had no expenses.**

| | (a) Fall 1976-Summer 1977 | (b) Fall 1977-Summer 1978 (Write in amounts.) | (c) Fall 1978-Summer 1979 |
|---|---|---|---|
| Tuition and fees | $________ | $________ | $________ |

*** 121. Considering the three time periods of (a) Fall 1976 through Summer 1977, and (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, what is your estimate of the total cost for you to go to school, regardless of who paid? This total cost should include tuition and fees, books and supplies, transportation to and from classes, and all other school-related expenses. Enter a zero, "0," where you had no expenses.**

| | (a) Fall 1976-Summer 1977 | (b) Fall 1977-Summer 1978 (Write in amounts.) | (c) Fall 1978-Summer 1979 |
|---|---|---|---|
| Total cost for you to go to school | $________ | $________ | $________ |

* **122. Considering the three time periods of (a) Fall 1976 through Summer 1977 and (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you receive any kind of scholarship, fellowship, grant, or benefits (not a loan) to go to school?**

**(Circle all that apply.)**

No ........ 1 *GO TO Q. 125*
Yes, Fall 1976-Summer 1977 ........ 2
Yes, Fall 1977-Summer 1978 ........ 3
Yes, Fall 1978-Summer 1979 ........ 4
*CONTINUE WITH Q. 123*

* **123. What kind(s) of scholarship, fellowship, grant, or benefit (not a loan) did you receive from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979?**

| | (a) Fall 1976-Summer 1977 | (b) Fall 1977-Summer 1978 | (c) Fall 1978-Summer 1979 |
|---|---|---|---|
| | **(Circle all that apply in each column.)** | | |
| Basic Educational Opportunity Grant | 1 | 1 | 1 |
| Supplemental Educational Opportunity Grant | 2 | 2 | 2 |
| College scholarship or grant from college funds | 3 | 3 | 3 |
| ROTC scholarship or stipend | 4 | 4 | 4 |
| Nursing Scholarship Program | 5 | 5 | 5 |
| Social Security Benefits (for students 18-22 who are children of disabled or deceased parents) | 6 | 6 | 6 |
| Veterans Administration War Orphans or Survivors Benefits Program | 7 | 7 | 7 |
| Veterans Administration Direct Benefits (GI Bill) | 8 | 8 | 8 |
| State scholarship | 9 | 9 | 9 |
| Financial assistance for which you do not know the source | 10 | 10 | 10 |
| Other scholarship or grant (write in: ____________________) | 11 | 11 | 11 |

* **124. Estimate the total dollar value of the amount you received from scholarships, fellowships, grants, or benefits (not a loan) from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979. Enter a zero, "0," where you received no such funds.**

| | (a) Fall 1976-Summer 1977 | (b) Fall 1977-Summer 1978 (Write in amounts.) | (c) Fall 1978-Summer 1979 |
|---|---|---|---|
| TOTAL DOLLAR VALUE | $________ | $________ | $________ |

* **125. Considering the same three periods from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you receive a loan to go to school?**

**(Circle all that apply.)**

No ........ 1 *GO TO Q. 128, p. 29*
Yes, Fall 1976-Summer 1977 ........ 2
Yes, Fall 1977-Summer 1978 ........ 3
Yes, Fall 1978-Summer 1979 ........ 4
*CONTINUE WITH Q. 126, p. 29*

CONTINUED

***126. From which of the following sources did you receive a loan to go to school from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979?**

| | (a)<br>Fall 1976-<br>Summer 1977 | (b)<br>Fall 1977-<br>Summer 1978 | (c)<br>Fall 1978-<br>Summer 1979 |
|---|---|---|---|
| | | (Circle all that apply.) | |
| Federal Guaranteed Student Loan | 1 | 1 | 1 |
| State loan | 2 | 2 | 2 |
| Regular bank loan | 3 | 3 | 3 |
| National Defense (Direct) Student Loan | 4 | 4 | 4 |
| Nursing Student Loan | 5 | 5 | 5 |
| School or college loan | 6 | 6 | 6 |
| Relatives or friends | 7 | 7 | 7 |
| Loan for which you do not know the exact source | 8 | 8 | 8 |
| Other loan (write in: ______________) | 9 | 9 | 9 |

***127. Estimate the total dollar value of the amounts you received as loans to go to school from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979. Enter a zero, "0," where you received no loans.**

| | (a)<br>Fall 1976-<br>Summer 1977 | (b)<br>Fall 1977-<br>Summer 1978<br>(Write in amounts.) | (c)<br>Fall 1978-<br>Summer 1979 |
|---|---|---|---|
| TOTAL DOLLAR VALUE | $ ________ | $ ________ | $ ________ |

***128. Considering the three time periods of (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you receive financial assistance (not a loan) from any relatives or friends to go to school?**

(Circle all that apply.)

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 131, p. 30* |
| Yes, Fall 1976-Summer 1977 | 2 | *CONTINUE WITH Q. 129* |
| Yes, Fall 1977-Summer 1978 | 3 | |
| Yes, Fall 1978-Summer 1979 | 4 | |

***129. From which of the following sources did you receive financial assistance (not a loan) to go to school?**

| | (a)<br>Fall 1976-<br>Summer 1977 | (b)<br>Fall 1977-<br>Summer 1978 | (c)<br>Fall 1978-<br>Summer 1979 |
|---|---|---|---|
| | | (Circle all that apply.) | |
| Parents | 1 | 1 | 1 |
| Husband or wife | 2 | 2 | 2 |
| Other family or friends | 3 | 3 | 3 |

***130. Estimate the total dollar value of the amount of financial assistance (not a loan) you received from any relatives or friends to go to school. Enter a zero, "0," where you received no financial assistance.**

| | (a)<br>Fall 1976-<br>Summer 1977 | (b)<br>Fall 1977-<br>Summer 1978<br>(Write in amounts.) | (c)<br>Fall 1978-<br>Summer 1979 |
|---|---|---|---|
| TOTAL DOLLAR VALUE | $ ________ | $ ________ | $ ________ |

* 131. **Considering the same three periods from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you pay any of the costs to go to school from money you had saved or earned?**

**(Circle all that apply.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 134* |
| Yes, Fall 1976-Summer 1977 | 2 | *CONTINUE WITH Q. 132* |
| Yes, Fall 1977-Summer 1978 | 3 | |
| Yes, Fall 1978-Summer 1979 | 4 | |

* 132. **What was (were) the source(s) of the money you paid to go to school from the money you had saved or earned?**

**(Circle all that apply.)**

| | (a) Fall 1976-Summer 1977 | (b) Fall 1977-Summer 1978 | (c) Fall 1978-Summer 1979 |
|---|---|---|---|
| Own savings from money I earned before I started to postsecondary school | 1 | 1 | 1 |
| Own earnings (including summer earnings) since I started to school but not while taking courses | 2 | 2 | 2 |
| College work-study or cooperative education program | 3 | 3 | 3 |
| Teaching or research assistantship | 4 | 4 | 4 |
| Other earnings while taking courses | 5 | 5 | 5 |

* 133. **Estimate the total amount of money you paid to go to school from money you had saved or earned. Enter a zero, "0," where you paid no money.**

**(Write in amounts.)**

| | (a) Fall 1976-Summer 1977 | (b) Fall 1977-Summer 1978 | (c) Fall 1978-Summer 1979 |
|---|---|---|---|
| TOTAL DOLLAR VALUE | $________ | $________ | $________ |

## SCHOOL FINANCES FROM FALL 1979 THROUGH SUMMER 1980

134. **Are you or will you be in school at any time from Fall 1979 through Summer 1980?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 138, p. 31* |
| Don't know | 2 | |
| Yes | 3 | *CONTINUE WITH Q. 135* |

135. **What is your estimate of how much it will cost you for tuition and fees to go to school this year, regardless of who pays? Estimate the amount and record it below.**

Tuition and Fees ........ $________

136. **What is your estimate of how much the total cost will be for you to go to school this year, regardless of who pays? Estimate the amount and record it below. This total cost should include tuition and fees, books, and supplies, transportation to and from classes, and all other school-related expenses.**

Estimated Total Cost For You to Go to School ........ $________

268

**137. How are you meeting (or planning to meet) these expenses? Estimate the amounts you expect to receive from each source and record them below. Enter a zero, "0," where you expect no money.**

| | **Amount Will Receive From Each Source** |
|---|---|
| a. Grant, fellowship, and/or scholarship | $______ |
| b. Loans | $______ |
| c. My spouse's income | $______ |
| d. Savings from money I earned before I started to postsecondary school | $______ |
| e. My own earnings (including summer earnings) since I started to school but not while taking courses | $______ |
| f. My own earnings while taking courses | $______ |
| g. Gifts from my family or friends | $______ |
| h. Other (specify ______ ) | $______ |

## GRADUATE OR PROFESSIONAL SCHOOL

***138. Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1979?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 140, p. 32* |
| Yes | 2 | *CONTINUE WITH Q. 139* |

***139. Please list below the graduate institutions to which you applied, the city and state in which the institutions are located, and the department or program (e.g., law school, public health, journalism, psychology). At the right circle the number for yes or no if you (a) were accepted; (b) applied for financial assistance such as a grant, fellowship, loan, teaching or research assistantship, etc.; (c) were offered financial assistance, and (d) enrolled.**

| | **(a) Was Accepted** | **(b) Applied for Financial Assistance** | **(c) Was Offered Financial Assistance** | **(d) Enrolled** |
|---|---|---|---|---|
| **First Choice** | | | | |
| School: ______ | | | | |
| City: ______ State: ______ | Yes 1 | Yes 1 | Yes 1 | Yes 1 |
| Department or program: ______ | No 2 | No 2 | No 2 | No 2 |
| **Second Choice** | | | | |
| School: ______ | | | | |
| City: ______ State: ______ | Yes 1 | Yes 1 | Yes 1 | Yes 1 |
| Department or program: ______ | No 2 | No 2 | No 2 | No 2 |
| **Third Choice** | | | | |
| School: ______ | | | | |
| City: ______ State: ______ | Yes 1 | Yes 1 | Yes 1 | Yes 1 |
| Department or program: ______ | No 2 | No 2 | No 2 | No 2 |

**★ 140. Circle the category that describes your present status with respect to graduate or professional school.**

| | (Circle one.) | |
|---|---|---|
| I have never attended graduate or professional school | 1 | *GO TO Q. 144* |
| I have attended graduate or professional school but am not presently attending | 2 | *CONTINUE WITH Q. 141* |
| I am presently attending graduate or professional school | 3 | |

**141. How many months typically are required for a student to complete the graduate or professional program in which you are (were last) enrolled?**

__________ months

**142. How many months of the graduate or professional program in which you are (were last) enrolled had you completed by October 1979?**

__________ months

**143. How many credits had you earned toward a graduate or professional degree by October 1979? Enter zero, "0," where you received no credits. (Write in. Use more than one line if applicable.)**

a. ______ Number of quarter hours

b. ______ Number of semester hours

c. ______ Number of other type of credits (specify type: ____________________)

## OTHER TRAINING

**★ 144. Since October 1976, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

| | (Circle one.) | |
|---|---|---|
| No | 1 | *SKIP TO SECTION D, Q. 154, p. 34* |
| Yes | 2 | *CONTINUE WITH Q. 145* |

**★ 145. What type of training program(s) or course(s) have you participated in?**

| | (Circle as many as apply.) |
|---|---|
| a. An Armed Forces training program | 1 |
| b. On-the-job training (a program of instruction during normal working hours) | 2 |
| c. Employer-provided program of instruction other than on-the-job training | 3 |
| d. Formal Registered Apprenticeship (your state or labor union) | 4 |
| e. Manpower Development and Training (MDTA) | 5 |
| f. Work Incentive (WIN) | 6 |
| g. Neighborhood Youth Corps (NYC) | 7 |
| h. Comprehensive Employment and Training Act (CETA) | 8 |
| i. Other employment and training program (specify: ____________________) | 9 |
| j. Correspondence course(s) | 10 |
| k. Non-credit courses for personal enrichment | 11 |
| l. Other (specify: ______________________________) | 12 |

CONTINUED

**146. Were you being trained for some type of work?**

**(Circle one.)**

No ............................... 1 *GO TO Q. 148*
Yes ............................... 2 *CONTINUE WITH Q. 147*

**147. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ____________________________________________

**148. How long is (or was) this program scheduled to last?**

**(Circle one.)**

Less than one month ............................... 1
One to five months ............................... 2
Six to eleven months ............................... 3
One year or more ............................... 4

**149. Have you completed this program?**

**(Circle one.)**

Yes ............................... 1
No, left without completing ............................... 2
No, still enrolled ............................... 3

**150. Have you used this training on any job?**

**(Circle one.)**

Yes ............................... 1
No ............................... 2

**151. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?**

**(Circle one.)**

DOES NOT APPLY TO ME since my training was in the military, on-the-job or for personal enrichment ............................... 1
I did not want or did not need help from the center in finding a job ............................... 2
I wanted and needed help but did not receive any from the center ............................... 3
The center provided information on job openings in my field ............................... 4
The center put me directly in touch with possible employers or arranged a job for me ............................... 5

**152. Have you ever tried to find work on a job where you might use what you learned from any school, college, or training program you attended since October 1976?**

**(Circle one.)**

No, because I have NOT attended any school, college, or training program since October 1976 ............................... 1 } *SKIP TO SECTION D, Q. 154, p. 34*
No, although I HAVE attended a school, college, or training program since October 1976 ............................... 2 }
Yes ............................... 3 *CONTINUE WITH Q. 153*

**153. Did you find work for which you could use what you learned?**

**(Circle one.)**

Yes, in the locality where I received my training ...... 1
Yes, somewhere else ............................... 2
Yes, both of the above ............................... 3
No ............................... 4

# SECTION D: MILITARY SERVICE

*** 154. Since October 1976, have you served in the Armed Forces, or a Reserve or National Guard Unit?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *SKIP TO SECTION E, Q. 165, p. 36* |
| Yes, National Guard or Reserves but not active duty | 2 | |
| Yes, active duty | 3 | *CONTINUE WITH Q. 155* |

*** 155. In which branch of the Armed Forces did you serve?**

(Write in): ____________________

**156. When did you begin active duty?**

__________ (month) __________ (year)

**157. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 159* |
| Yes | 2 | *CONTINUE WITH Q. 158* |

**158. What is the name of the specialized schooling program in which you spent the longest period of time? (Please print and do not abbreviate.)**

Name of program: ____________________

**159. Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (Please print and use standard abbreviations.)**

Specialty Code: ____________________

**160. What is the highest pay grade you have held in the Armed Forces?**

Pay grade: ____________________

**161. Have you taken any courses while in the Armed Forces that:**

**(Circle one number on each line.)**

| | **Yes** | **No** |
|---|---|---|
| a. Prepared you for the high school equivalency test? | 1 | 2 |
| b. Prepared you for equivalency tests that can be taken for college credit? | 1 | 2 |
| c. Were college-sponsored courses which gave college credits? | 1 | 2 |

*** 162. Are you currently on active duty?**

| | | |
|---|---|---|
| No (Date left: __________ month __________ year) | 1 | *SKIP TO SECTION E, Q. 165, p. 36* |
| Yes | 2 | *CONTINUE WITH Q. 163, p. 35* |

**163. How long do you expect to be on active duty in the Armed Forces?**

| | (Circle one.) |
|---|---|
| For a two-year tour of duty only | 1 |
| For a three-year or four-year tour of duty | 2 |
| For more than one enlistment, but less than a full career | 3 |
| For a full career (20 years minimum) | 4 |
| Have not decided | 5 |

**164. What do you plan to do when you get out of the Armed Forces?**

(Circle one number on each line.)

| | My Plans | NOT My Plans |
|---|---|---|
| a. Full-time or part-time work in a field in which I received training in the Armed Forces | 1 | 2 |
| b. Full-time or part-time work, but not in a field in which I received training in the Armed Forces | 1 | 2 |
| c. Graduate or professional school, either full-time or part-time | 1 | 2 |
| d. College, either full-time or part-time | 1 | 2 |
| e. Technical, vocational, or business or career training school, either full-time or part-time | 1 | 2 |
| f. Registered apprenticeship or on-the-job training program | 1 | 2 |
| g. Retire | 1 | 2 |
| h. Undecided | 1 | 2 |
| i. Other (specify: ______________________________) | 1 | 2 |

# SECTION E: FAMILY STATUS

*** 165. What was your marital status the first week of October 1979?**

(Circle one.)

| | | |
|---|---|---|
| Never married, but plan to be married within the next 12 months | 1 | *GO TO Q. 175, p. 38* |
| Never married, and don't plan to be married within the next 12 months | 2 | |
| Divorced, widowed, separated | 3 | *CONTINUE WITH Q. 166* |
| Married to my first husband or wife | 4 | |
| Remarried after being divorced or widowed | 5 | |

*** 166. What was the date of your (latest) marriage?**

________________ (month) ________________ (year)

*** 167. What was your husband or wife doing the first week of October 1979?**

(Circle as many as apply.)

| | | |
|---|---|---|
| This does not apply to me since I was not married at that time | 0 | *GO TO Q. 173, p. 38* |
| He/she was working for pay at a full-time or part-time job | 1 | *CONTINUE WITH Q. 168* |
| Enrolled in graduate or professional school | 2 | |
| Taking academic courses at a two- or four-year college | 3 | |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school | 4 | |
| On active duty in the Armed Forces (or service academy) | 5 | |
| Homemaker | 6 | |
| Temporary layoff from work, looking for work, or waiting to report to work | 7 | |
| Other (describe: ________________________) | 8 | |

*** 168. Did your husband or wife hold a job the first week of October 1979?**

(Circle one.)

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 172, p. 37* |
| Yes | 2 | *CONTINUE WITH Q. 169, p. 37* |

***169. Please describe below the job your husband or wife held during the first week of October 1979.**

a. For whom did he/she work? (Name of company, business organization, or other employer.)

(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ____________________

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): ____________________

d. What were his/her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ____________________

e. Was he/she:

| | **(Circle one.)** |
|---|---|
| An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? | 1 |
| A GOVERNMENT employee (Federal, State, county, or local institution or school)? | 2 |
| Self-employed in his/her OWN business, professional practice, or farm? | 3 |
| Working WITHOUT PAY in family business or farm? | 4 |

f. When did he/she start working at this job? ____________ (month) ____________ (year)

g. Is he/she currently working at this job?

| | **(Circle one.)** | |
|---|---|---|
| Yes | 1 | |
| No | 2 | (Date left: ____________ month ____________ year) |

***170. How many hours did he/she usually work at this job in an average week?**

____________ hours per week

***171. In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)**

$ ____________ per week (Earnings before deductions)

***172. As of October 1979, what was the highest level of education that your husband or wife had attained?**

| | | **(Circle one.)** |
|---|---|---|
| Some high school, or less | | 1 |
| Finished high school | | 2 |
| Vocational, trade, or business school | Less than two years | 3 |
| | Two years or more | 4 |
| College | Less than two years of college | 5 |
| | Two or more years of college (including two-year degree) | 6 |
| | Finished college (four-or five-year degree) | 7 |
| | Master's degree or equivalent | 8 |
| | Ph.D., or advanced professional degree | 9 |

*** 173. Now please think back a year to Fall 1978. If you were married then, what was your husband or wife doing in October 1978?**

**(Circle as many as apply.)**

| | |
|---|---|
| This does not apply to me since I was not married at that time | 0 |
| He/she was working for pay at a full-time or part-time job | 1 |
| Enrolled in graduate or professional school | 2 |
| Taking academic courses at a two- or four-year college | 3 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 4 |
| On active duty in the Armed Forces (or service academy) | 5 |
| Homemaker | 6 |
| On temporary layoff from work, looking for work, or waiting to report to work | 7 |
| Other (describe: ______________________________ ) | 8 |

*** 174. Now please think back another year to Fall 1977. What was your husband or wife doing in October 1977?**

**(Circle as many as apply.)**

| | |
|---|---|
| This does not apply to me since I was not married at that time | 0 |
| He/she was working for pay at a full-time or part-time job | 1 |
| Enrolled in graduate or professional school | 2 |
| Taking academic courses at a two- or four-year college | 3 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 4 |
| On active duty in the Armed Forces or service academy | 5 |
| Homemaker | 6 |
| On temporary layoff from work, looking for work, or waiting to report to work | 7 |
| Other (describe: ______________________________ ) | 8 |

**175. How many children, altogether, do you eventually expect to have?**

**(Circle one.)**

0 ...... 1 ...... 2 ...... 3 ...... 4 ...... 5 ...... 6 or more

*** 176. Did you have any children (including adopted children) as of the first week of October 1979?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 181, p. 39* |
| Yes | 2 | *CONTINUE WITH Q. 177* |

*** 177. How many children (including adopted children) did you have as of the first week of October 1979?**

**(Circle one.)**

1 ...... 2 ...... 3 ...... 4 ...... 5 ...... 6 or more

**178. How many of these children are adopted?**

**(Circle one.)**

0 ...... 1 ...... 2 ...... 3 ...... 4 ...... 5 ...... 6 or more

**179. What are the birthdates of your children (including adopted children)?**

**(Write in month and year of birth.)**

1st child ________ (month) ________ (year)
2nd child ________ (month) ________ (year)
3rd child ________ (month) ________ (year)
4th child ________ (month) ________ (year)
5th child ________ (month) ________ (year)
6th child ________ (month) ________ (year)

**180. How many of your children (including adopted children) lived in your household as of the first week of October 1979?**

**(Circle one.)**

0.........1.........2.........3.........4.........5.........6 or more

**181. When do you think you will have your first (next) child?**

**(Circle one.)**

| | |
|---|---|
| Don't expect to have a (another) child | 1 |
| Within the next year | 2 |
| Between one and two years from now | 3 |
| Between two and three years from now | 4 |
| Between three and five years from now | 5 |
| More than five years from now | 6 |
| Don't know | 7 |

**182. Not including yourself, how many persons were dependent upon you for more than one-half of their financial support in the first week of October 1979?**

**(Circle one.)**

0.........1.........2.........3.........4.........5.........6 or more

**183. In the first week of October 1979, were you dependent upon others such as your parents, spouse, or any other relatives or friends for more than one-half of your financial support?**

**(Circle one.)**

| | |
|---|---|
| No | 1 |
| Yes, primarily upon my parents | 2 |
| Yes, primarily upon my spouse | 3 |
| Yes, primarily upon other relatives or friends | 4 |

**184. As of the first week of October, 1979, did you own a house or mobile home?**

**(Circle one.)**

| | | |
|---|---|---|
| No | 1 | *GO TO Q. 187* |
| Yes | 2 | *CONTINUE WITH Q. 185* |

**185. When did you purchase your house or mobile home?**

________________ (month) ________________ (year)

**186. What is the present market value of your house or mobile home?**

$__________

**187. As of the first week of October 1979, how much money did you owe for each of the following? Enter zero, "0," where you owed no money.**

**(Write in amounts.)**

| | |
|---|---|
| a. Education or training | $__________ |
| b. Mortgage on house or mobile home | $__________ |
| c. Other debts (car, rent, appliances, medical bills, and so on) | $__________ |

**188. As of the first week of October 1979, how much were your monthly payments for each of the following? Enter zero, "0," where you had no monthly payments.**

**(Write in amounts.)**

a. Education or training ........ $__________
b. Mortgage on house or mobile home ........ $__________
c. Other debts (car, rent, appliances, medical bills, and so on) ........ $__________

**189. As of the first week of October 1979, how much money had you saved and planned to use for:**

**(Circle one number on each line.)**

| | None | Less than $100 | $100 to $499 | $500 to $999 | $1000 to $1999 | $2000 or More |
|---|---|---|---|---|---|---|
| a. Education or training | 0 | 1 | 2 | 3 | 4 | 5 |
| b. Other plans (or general savings) | 0 | 1 | 2 | 3 | 4 | 5 |

**★ 190. What is the best estimate of your income before taxes for (a) ALL OF 1977, for (b) ALL OF 1978, and for (c) ALL OF 1979? If married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."**

**(Write in amounts.)**

| | (a) Amount Received 1977 | (b) Amount Received 1978 | (c) Amount to be Received 1979 |
|---|---|---|---|
| a. Your own wages, salaries, and commissions; and your own net income from a business or farm | $________ | $________ | $________ |
| b. Your spouse's (husband or wife) wages, salaries, and commissions, and his/her net income from a business or farm | $________ | $________ | $________ |
| c. Public assistance or welfare (include spouse's) | $________ | $________ | $________ |
| d. Your unemployment compensation | $________ | $________ | $________ |
| e. Your spouse's unemployment compensation | $________ | $________ | $________ |
| f. All other income you and your spouse received (include interest, dividends, rental property income, gifts, scholarships, fellowships, etc.) | $________ | $________ | $________ |
| g. TOTAL INCOME FOR YOU AND YOUR SPOUSE | $________ | $________ | $________ |

**191. Do you owe any money for an education or training loan for which your repayment schedule has begun?**

**(Circle one.)**

No ........ 1 *SKIP TO SECTION F, Q. 194, p. 41*
Yes ........ 2 *CONTINUE WITH Q. 192*

**192. When was your first payment due?**

__________ (month) __________ (year)

**193. Are you having or have you had any difficulty in meeting payments on your education or training loan?**

**(Circle one.)**

No ........ 1
Yes ........ 2 (explain why ____________________)

START

# SECTION F: EXPERIENCES AND OPINIONS

**194. To what extent have you voluntarily participated in the following groups during the three-year period from October 1976 through October 1979? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)**

(Circle one number on each line.)

| | Active Participant | Member Only | Not At All |
|---|---|---|---|
| a. Youth organizations — such as Little League coach, scouting, etc. | 1 | 2 | 3 |
| b. Union, farm, trade or professional association | 1 | 2 | 3 |
| c. Political clubs or organizations | 1 | 2 | 3 |
| d. Church or church-related activities (not counting worship services) | 1 | 2 | 3 |
| e. Community centers, neighborhood improvement, or social-action associations or groups | 1 | 2 | 3 |
| f. Organized volunteer work — such as in a hospital | 1 | 2 | 3 |
| g. A social, hobby, garden, or card playing group | 1 | 2 | 3 |
| h. Sport teams or sport clubs | 1 | 2 | 3 |
| i. A literary, art, discussion, music, or study group | 1 | 2 | 3 |
| j. Educational organizations — such as PTA or an academic group | 1 | 2 | 3 |
| k. Service organizations — such as Rotary, Junior Chamber of Commerce, Veterans, etc. | 1 | 2 | 3 |
| l. A student government, newspaper, journal, or yearbook staff | 1 | 2 | 3 |
| m. Another voluntary group in which I participate | 1 | 2 | 3 |

**195. How do you feel about each of the following statements?**

(Circle one number on each line.)

| | Agree Strongly | Agree | Disagree | Disagree Strongly | No Opinion |
|---|---|---|---|---|---|
| a. I take a positive attitude toward myself | 1 | 2 | 3 | 4 | 5 |
| b. Good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 5 |
| c. I feel I am a person of worth, on an equal plane with others | 1 | 2 | 3 | 4 | 5 |
| d. I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 5 |
| e. Every time I try to get ahead, something or somebody stops me | 1 | 2 | 3 | 4 | 5 |
| f. Planning only makes a person unhappy since plans hardly ever work out anyway | 1 | 2 | 3 | 4 | 5 |
| g. People who accept their condition in life are happier than those who try to change things | 1 | 2 | 3 | 4 | 5 |
| h. On the whole, I'm satisfied with myself | 1 | 2 | 3 | 4 | 5 |
| i. What happens to me is my own doing | 1 | 2 | 3 | 4 | 5 |
| j. At times I think I am no good at all | 1 | 2 | 3 | 4 | 5 |
| k. When I make plans, I am almost certain I can make them work | 1 | 2 | 3 | 4 | 5 |
| l. I feel I do not have much to be proud of | 1 | 2 | 3 | 4 | 5 |

**196. How do you feel about each of the following statements?**

(Circle one number on each line.)

| | Agree Strongly | Agree | Disagree | Disagree Strongly |
|---|---|---|---|---|
| a. A working mother of pre-school children can be just as good a mother as the woman who doesn't work | 1 | 2 | 3 | 4 |
| b. It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family | 1 | 2 | 3 | 4 |
| c. Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.) | 1 | 2 | 3 | 4 |
| d. Most women are just not interested in having big and important jobs | 1 | 2 | 3 | 4 |
| e. Many qualified women can't get good jobs; men with the same skills have much less trouble | 1 | 2 | 3 | 4 |
| f. Most women are happiest when they are making a home and caring for children | 1 | 2 | 3 | 4 |
| g. High school counselors should urge young women to train for jobs which are now held mainly by men | 1 | 2 | 3 | 4 |
| h. It is more important for a wife to help her husband than to have a career herself | 1 | 2 | 3 | 4 |
| i. Schools teach women to want the less important jobs | 1 | 2 | 3 | 4 |
| j. Men should be given first chance at most jobs because they have the primary responsibility for providing for a family | 1 | 2 | 3 | 4 |

**197. How important is each of the following to you in your life?**

(Circle one number on each line.)

| | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| a. Being successful in my line of work | 1 | 2 | 3 |
| b. Finding the right person to marry and having a happy family life | 1 | 2 | 3 |
| c. Having lots of money | 1 | 2 | 3 |
| d. Having strong friendships | 1 | 2 | 3 |
| e. Being able to find steady work | 1 | 2 | 3 |
| f. Being a leader in the community | 1 | 2 | 3 |
| g. Being able to give my children better opportunities than I've had | 1 | 2 | 3 |
| h. Living close to my parents and relatives | 1 | 2 | 3 |
| i. Getting away from this area of the country | 1 | 2 | 3 |
| j. Working to correct social and economic inequalities | 1 | 2 | 3 |
| k. Having leisure time to enjoy my own interests | 1 | 2 | 3 |
| l. Having a good education | 1 | 2 | 3 |

**198. How important do you think each of the following factors is in determining the kind of work you plan to be doing for most of your life?**

(Circle one number on each line.)

| | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| a. Previous work experience | 1 | 2 | 3 |
| b. Relative or friend in the same line of work | 1 | 2 | 3 |
| c. Job openings available in the occupation | 1 | 2 | 3 |
| d. Work matches a hobby interest of mine | 1 | 2 | 3 |
| e. Good income to start or within a few years | 1 | 2 | 3 |
| f. Job security and permanence | 1 | 2 | 3 |
| g. Work that seems important and interesting to me | 1 | 2 | 3 |
| h. Freedom to make my own decisions | 1 | 2 | 3 |
| i. Opportunity for promotion and advancement in the long run | 1 | 2 | 3 |
| j. Meeting and working with sociable, friendly people | 1 | 2 | 3 |

**199. The following questions ask about your political participation. Considering the period from October 1976 to October 1979,**

**(Circle one number on each line.)**

| | **Frequently** | **Sometimes** | **Never** |
|---|---|---|---|
| a. When you talked with your friends, did you ever talk about public problems — that is, what's happening in the country or in your community? | 1 | 2 | 3 |
| b. Did you ever talk about public problems with any of the following people? | | | |
| Your family | 1 | 2 | 3 |
| People where you work | 1 | 2 | 3 |
| Community leaders, such as club or church leaders | 1 | 2 | 3 |
| c. Did you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders? | 1 | 2 | 3 |
| d. Did you ever talk to people to try to get them to vote for or against a candidate? | 1 | 2 | 3 |
| e. Did you ever give any money or buy tickets to help someone who was trying to win an election? | 1 | 2 | 3 |
| f. Did you ever go to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? | 1 | 2 | 3 |
| g. Did you ever do any work to help a candidate in his campaign? | 1 | 2 | 3 |
| h. Did you ever hold an office in a political party or get elected to a government job? | 1 | 2 | 3 |

**200. Are you registered to vote?**

**(Circle one.)**

Yes ........ 1
No ........ 2

**201. At any time during the period from the first of November 1976 through October 1979, did you vote in a local, state, or national election?**

**(Circle one.)**

Yes ........ 1
No ........ 2

**202. If you could do it over again, which of the following do you think you would do?**

**(Circle all that apply.)**

| | |
|---|---|
| Take a different course of study in school | 1 |
| Attend a different school than the one I attended | 2 |
| Get more education | 3 |
| Get less education | 4 |
| Take more technical courses and fewer academic ones | 5 |
| Take more academic courses and fewer technical ones | 6 |
| Start to work sooner | 7 |
| Choose a different kind of work | 8 |
| Get married sooner | 9 |
| Not get married so soon | 10 |
| Have children sooner | 11 |
| Not have children so soon | 12 |
| Live at home longer | 13 |
| Get out on my own sooner | 14 |
| None of the above | 15 |
| Other (specify: ________________________________ ) | 16 |

# SECTION G: BACKGROUND INFORMATION

**Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.**

YOUR NAME: ____________________
ADDRESS: ____________________
TELEPHONE
AREA CODE NUMBER
CITY: __________ STATE: __________ COUNTY: __________ ZIP: __________

**Please PRINT the name, address and telephone number of your parents.**

YOUR PARENT'S NAME: ____________________
ADDRESS: ____________________
TELEPHONE
AREA CODE NUMBER
CITY: __________ STATE: __________ ZIP: __________

**Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)**

NAME: ____________________
ADDRESS: ____________________
TELEPHONE
AREA CODE NUMBER
CITY: __________ STATE: __________ ZIP: __________

NAME: ____________________
ADDRESS: ____________________
TELEPHONE
AREA CODE NUMBER
CITY: __________ STATE: __________ ZIP: __________

**Please PRINT your spouse's full name (If you are married).**

SPOUSE'S FULL NAME: ____________________

**Please give the following information about yourself.**

(a) Date of birth __________ (month) __________ (day) __________ (year)
(b) Sex: (Circle one.) Male .......... 1
Female .......... 2
(c) Driver's License No. __________ State __________
(d) When did you complete this questionnaire? __________ (month) __________ (day) __________ (year)

**THANK YOU FOR YOUR COOPERATION**

**THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972**

**O.M.B. No. 051-S-76038**

**Approval Expires December 31, 1980**

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

OPERATION FOLLOW-UP

# The Supplemental Questionnaire

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE • RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1979

NCES Form 2422-2

**National Center for Education Statistics**
**Education Division**
**Department of Health, Education, and Welfare**
**Washington, D.C. 20202**

## GENERAL INSTRUCTIONS

You heard from us for the first time in 1972 when you were about to graduate from high school. At that time we asked you about your plans for the future, and about how useful you thought your high school education had been. Since that time we've gotten back in touch with you three times to ask about how things are actually working out for you. Now we'd like to check in on you again.

What we're trying to do with the Supplementary Questionnaire is find the answers to certain questions about your work or your education that were not completed in your earlier questionnaires.

You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

**Why did you leave high school?** **(Circle one number on each line.)**

| | **My Reasons** | **NOT My Reasons** |
|---|---|---|
| Graduated | [✓ 1] | 2 |
| Entered college | 1 | [✓ 2] |
| Went to work | [✓ 1] | 2 |

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the first week of October 1976?" As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

(1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).

(2) The respondent is subject to no penalty for not providing all or any part of the requested information.

(3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.

(4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Departmental Regulations (45 CRF 56) published in the *Federal Register*, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

**OPERATION FOLLOW-UP**
**Research Triangle Institute**
**Post Office Box 12036**
**Research Triangle Park, North Carolina 27709**

**THANK YOU FOR YOUR COOPERATION**

## SCHOOL ATTENDANCE IN OCTOBER 1972

**A1. Now please think back to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?**

**(Circle one.)**

Yes ........ 1
No ........ 2 — SKIP TO NEXT PAGE

**A2. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)**

School Name: ____________________

City: ____________________ State: ____________________

**A3. What kind of school is this?**

**(Circle one.)**

Vocational, trade, business or other career training school ........ 1
Junior or community college (two-year) ........ 2
Four-year college or university ........ 3
Other (please describe: ____________________) ... 4

**A4. When did you first attend this school?** __________ (month) __________ (year)

**A5. When did you last attend this school?** __________ (month) __________ (year)

**A6. During October 1972, were you classified by this school as a full-time student?**

**(Circle one.)**

Yes ........ 1
No ........ 2

**A7. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1972.**

**(Circle only one academic field OR vocational area.)**

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

**Biological Sciences** (zoology, physiology, anatomy, etc.) ........ 01
**Business** (accounting, marketing, personnel management, etc.) ........ 02
**Education** (elementary, special, physical, etc.) ... 03
**Engineering** (civil, electrical, mechanical, etc.) ... 04
**Humanities and Fine Arts** (music, religion, English, etc.) ........ 05
**Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) ........ 06
**Social Sciences** (psychology, history, economics, sociology, etc.) ........ 07
**Other academic fields** (agriculture, home economics, nursing, etc.) ........ 08
An academic field, but undecided ........ 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

**Office and Clerical** (bookkeeping, stenography, commercial art, general office, etc.) ........ 10
**Computer Technology** (keypunch operator, programming, computer operations, etc.) ..... 11
**Mechanical and Engineering Technology** (automotive mechanic, machinist, drafting, construction, electronics, etc.) ........ 12
**Health Services** (lab technician, occupational therapy, practical nursing, etc.) .. 13
**Public Services** (police science, food service, recreation, beautician, etc.) ........ 14
**Other vocational areas** (agriculture, home economics, etc.) ........ 15
A vocational area, but undecided ........ 16

## JOB HELD IN OCTOBER 1972

**B1. Did you hold a job of any kind during the month of October 1972?**

**(Circle one.)**

Yes .......................................................... 1
No .......................................................... 2 — SKIP TO NEXT PAGE

**B2. Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.**

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ______________________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ______________________________

d. What were your most frequent **activites or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________________

e. When did you **start** working at this job? ______________ (month) ______________ (year)

f. Are you **currently** working at this job?

**(Circle one.)**

Yes ...................... 1
No ...................... 2 (Left job: __________ month __________ year)

**B3. How many hours per WEEK did you usually work at this job in October 1972?**

__________ hours per week

**B4. Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)**

$__________ per week

## SCHOOL ATTENDANCE IN OCTOBER 1973

**C1. Were you taking classes or courses at any school during the first week of October 1973?**

| | (Circle one.) |
|---|---|
| No | 1 — SKIP TO NEXT PAGE |
| Yes | 2 |

**C2. What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)**

School Name: ____________________

City: ____________________ State: ____________

**C3. What kind of school is this?**

| | (Circle one.) |
|---|---|
| Vocational, trade, business or other career training school | 1 |
| Junior or community college (two-year) | 2 |
| Four-year college or university | 3 |
| Other (please describe: ____________________) | 4 |

**C4. When did you first attend this school?** ____________ (month) ____________ (year)

**C5. When did you last attend this school?** ____________ (month) ____________ (year)

**C6. During the first week of October 1973, were you classified by this school as a full-time student?**

| | (Circle one.) |
|---|---|
| Yes | 1 |
| No | 2 |

**C7. At that time were you classified by your school as a freshman or sophomore?**

| | (Circle one.) |
|---|---|
| My school doesn't classify students this way | 1 |
| Freshman (first-year student) | 2 |
| Sophomore (second-year student) | 3 |
| Other classification (specify: ____________________) | 4 |

**C8. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1973.**

**(Circle only one academic field OR one vocational area.)**

| ACADEMIC FIELDS (typically leading to at least a Bachelor's degree) | |
|---|---|
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 01 |
| **Business** (accounting, marketing, personnel management, etc.) | 02 |
| **Education** (elementary, special, physical, etc.) | 03 |
| **Engineering** (civil, electrical, mechanical, etc.) | 04 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 05 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 06 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 07 |
| **Other academic fields** (agriculture, home economics, nursing, etc.) | 08 |
| An academic field, but undecided | 09 |

| VOCATIONAL AREAS (typically not leading to a Bachelor's degree) | |
|---|---|
| **Office and Clerical** (bookkeeping, stenography, commercial art, general office, etc.) | 10 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 11 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 12 |
| **Health Services** (lab technician, occupational therapy, practical nursing, etc.) | 13 |
| **Public Services** (police science, food service, recreation, beautician, etc.) | 14 |
| **Other vocational areas** (agriculture, home economics, etc.) | 15 |
| A vocational area, but undecided | 16 |

## JOB HELD IN OCTOBER 1973

**D1. Did you hold a job of any kind during the first week of October 1973?**

**(Circle one.)**

Yes .......................................................... 1
No .......................................................... 2 — SKIP TO NEXT PAGE

**D2. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.**

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): ______________________________

b. What kind of business or industry was this (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ______________________________

d. What were your most frequent activites or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________________

e. When did you start working at this job? ______________ (month) ______________ (year)

f. Are you currently working at this job?

**(Circle one.)**

Yes ...................... 1
No ...................... 2 Date left: ______________ (month) ______________ (year)

**D3. How many hours per WEEK did you usually work at this job up through the first week of October 1973?**

__________ hours per week

**D4. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)**

$__________ per week

## SCHOOL ATTENDANCE IN OCTOBER 1974

**E1. Did you attend school in the first week of October 1974?**

(Circle one.)

No .................... 1 — SKIP TO NEXT PAGE
Yes .................... 2

**E2. What is the exact name and location of the school you were attending in the first week of October 1974? (Please print and do not abbreviate.)**

School Name: ______________________________

City: ____________________ State: ____________

**E3. What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school .................... 1
Junior or community college (two-year) .................... 2
Four-year college or university .................... 3
Other (describe: ______________________) .... 4

**E4. During the first week of October 1974, were you classified by this school as a full-time student?**

(Circle one.)

Yes .................... 1
No .................... 2
Don't know .................... 3

**E5. When did you first attend this school?** ____________ (month) ____________ (year)

**E6. When did you last attend this school?** ____________ (month) ____________ (year)

**E7. At that time how were you classified by your school?**

(Circle one.)

Freshman (first-year student) .................... 1
Sophomore (second-year student) .................... 2
Junior (third-year student) .................... 3
Senior (fourth-year student) .................... 4
Special Student .................... 5
Other classification (specify: ______________________) ...... 6
My school doesn't classify students .................... 7

**E8. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1974.**

(Circle one.)

**Agriculture and Home Economics** .................... 1
**Business** (accounting, marketing, personnel management, etc.) ........... 2
**Office and Clerical** (bookkeeping, stenography, general office, etc.) ...... 3
**Computer Technology** (keypunch operator, programming, computer operations, etc.) .................... 4
**Education** (elementary, special, physical, etc.) .................... 5
**Engineering** (civil, electrical, mechanical, etc.) .................... 6
**Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) .................... 7
**Humanities and Fine Arts** (music, religion, English, etc.) .................... 8
**Health Services** (nursing, lab technician, occupational therapy, etc.)...... 9
**Public Services** (law enforcement, food service, recreation, beautician, etc.) .................... 10
**Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) . 11
**Social Sciences** (psychology, history, economics, sociology, etc.) ......... 12
**Biological Sciences** (zoology, physiology, anatomy, etc.) .................... 13
**OTHER field or area (specify:** ______________________) .... 14
**UNDECIDED** .................... 15

**E9. This (above) is:**

(Circle one.)

An ACADEMIC program (typically leads to a 4- or 5- year Bachelor's degree) .................... 1
A VOCATIONAL program (does not lead to a Bachelor's degree) ........ 2

## JOB HELD IN OCTOBER 1974

**F1.** **Were you working during the first week of October 1974?**

**(Circle one.)**

| | |
|---|---|
| No | 1 — SKIP TO NEXT PAGE |
| Yes, full-time | 2 |
| Yes, part-time | 3 |

**F2.** **Please describe below the job you held during the first week of October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ____________________

e. When did you start working at this job? ____________ (month) ____________ (year)

f. Are you currently working at this job?

**(Circle one.)**

Yes ........ 1
No ........ 2 Date left: ____________ (month) ____________ (year)

**F3.** **How many hours did you usually work at this job in an average week?**

____________ hours per week

**F4.** **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$____________ per week (Earnings before deductions)

290

## SCHOOL ATTENDANCE IN OCTOBER 1975

**G1. Now please think back to Fall 1975. Were you taking classes or courses at any school during the month of October 1975?**

**(Circle one.)**

| | |
|---|---|
| No | 1 — SKIP TO NEXT PAGE |
| Yes | 2 |

**G2. What is the exact name and location of the school you were attending in October 1975? (Please print and do not abbreviate.)**

School Name: ________________

City: ________________ State: ________________

**G3. What kind of school is this?** **(Circle one.)**

| | |
|---|---|
| Vocational, trade, business or other career training school | 1 |
| Junior or community college (two-year) | 2 |
| College or university (four years or more) | 3 |
| Independent graduate or professional school (medical, dental, law, theology, etc.) | 4 |

**G4. During October 1975, were you classified by this school as a full-time student?**

**(Circle one.)**

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

**G5. When did you first attend this school?** ________________ **(month)** ________________ **(year)**

**G6. When did you last attend this school?** ________________ **(month)** ________________ **(year)**

**G7. During October 1975, how were you classified by your school?**

**(Circle one.)**

| | |
|---|---|
| Freshman (first-year undergraduate student) | 1 |
| Sophomore (second-year undergraduate student) | 2 |
| Junior (third-year undergraduate student) | 3 |
| Senior (fourth-year undergraduate student) | 4 |
| Graduate or professional student | 5 |
| Special student | 6 |
| Other classification (specify: ________________) | 7 |
| My school doesn't classify students | 8 |

**G8. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1975.**

**(Circle one.)**

| | |
|---|---|
| **Agriculture and Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupational therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **Professional Program** (medicine, dentistry, law, theology, etc.) | 14 |
| **OTHER field or area** (specify: ________________) | 15 |
| **UNDECIDED** | 16 |

**G9. This (above) is:** **(Circle one.)**

| | |
|---|---|
| A vocational program | 1 |
| An academic program | 2 |
| A professional program | 3 |
| Other (specify: ________________) | 4 |

## JOB HELD IN OCTOBER 1975

**H1. Now please think back to Fall 1975. Did you hold a job of any kind during the month of October 1975?**

**(Circle one.)**

Yes, working full-time (35 hours or more per week) ..................... 1
Yes, working part-time (34 hours or fewer per week) .................... 2
Yes, but on temporary layoff from work or waiting to report to work ........................................................ 3
No ......................................................... 4 — SKIP TO NEXT PAGE

**H2. Please describe below the job you held during October 1975. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ____________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ____________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): ____________________

d. What were your most frequent **activities** or **duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ____________________

e. When did you **start** working at this job? __________ (month) __________ (year)

**H3. How many hours did you usually work at this job in an average week?**

__________ hours per week

**H4. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week (Earnings before deductions)

**H5. Are you currently working at this job?**

**(Circle one.)**

Yes ...................... 1
No ...................... 2 Date left: __________ (month) __________ (year)

## SCHOOL ATTENDANCE IN OCTOBER 1976

I1. Did you attend school in the first week of October 1976?

| | (Circle one.) |
|---|---|
| No | 1 — SKIP TO NEXT PAGE |
| Yes | 2 |

I2. What is the exact name and location of the school you were attending in the first week of October 1976? (Please print and do not abbreviate.)

School Name: ______________________________

City: ____________________ State: ____________________

I3. What kind of school is this?

| | (Circle one.) |
|---|---|
| Vocational, trade, business, or other career training school | 1 |
| Junior or community college (two-year) | 2 |
| College or university (four years or more) | 3 |
| Independent graduate or professional school (medical, dental, law, theology, etc.) | 4 |
| Other (describe: ______________________________) | 5 |

I4. When did you first attend this school? ______________ (month) ______________ (year)

I5. When did you last attend this school? ______________ (month) ______________ (year)

I6. During the first week of October 1976, were you classified by this school as a full-time student?

| | (Circle one.) |
|---|---|
| Yes | 1 |
| Don't know | 2 |
| No | 3 |

I7. At that time how were you classified by your school?

| | (Circle one.) |
|---|---|
| Freshman (first-year undergraduate student) | 1 |
| Sophomore (second-year undergraduate student) | 2 |
| Junior (third-year undergraduate student) | 3 |
| Senior (fourth-year undergraduate student) | 4 |
| Graduate or professional student | 5 |
| Special student | 6 |
| Other classification (specify: ______________________) | 7 |
| My school doesn't classify students | 8 |

I8. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1976.

| | (Circle one.) |
|---|---|
| **Agriculture or Home Economics** | 1 |
| **Business** (accounting, marketing, personnel management, etc.) | 2 |
| **Office and Clerical** (bookkeeping, stenography, general office, etc.) | 3 |
| **Computer Technology** (keypunch operator, programming, computer operations, etc.) | 4 |
| **Education** (elementary, special, physical, etc.) | 5 |
| **Engineering** (civil, electrical, mechanical, etc.) | 6 |
| **Mechanical and Engineering Technology** (automotive mechanic, machinist, construction, drafting, electronics, etc.) | 7 |
| **Humanities and Fine Arts** (music, religion, English, etc.) | 8 |
| **Health Services** (nursing, lab technician, occupation therapy, etc.) | 9 |
| **Public Services** (law enforcement, food service, recreation, beautician, etc.) | 10 |
| **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) | 11 |
| **Social Sciences** (psychology, history, economics, sociology, etc.) | 12 |
| **Biological Sciences** (zoology, physiology, anatomy, etc.) | 13 |
| **Professional Program** (medicine, dentistry, law, theology, etc.) | 14 |
| **OTHER field or area** (specify: ______________________) | 15 |
| **UNDECIDED** | 16 |

I9. This (above) is:

| | (Circle one.) |
|---|---|
| A vocational program | 1 |
| An academic program | 2 |
| A professional program | 3 |
| Other (specify: ______________________) | 4 |

## JOB HELD IN OCTOBER 1976

**J1. Did you hold a job of any kind during the first week of October 1976?**

**(Circle one.)**

| | |
|---|---|
| Yes, working full-time (35 hours or more per week) | 1 |
| Yes, working part-time (34 hours or fewer per week) | 2 |
| Yes, but on temporary layoff from work or waiting to report to work | 3 |
| No | 4 — SKIP TO NEXT PAGE |

**J2. Please describe below the job you held during the first week of October 1976. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ____________________

e. When did you start working at this job? ______________ (month) ______________ (year)

f. Are you currently working at this job?

(Circle one.)

Yes .................... 1

No .................... 2 Date left: ______________ (month) ______________ (year)

**J3. How many hours did you usually work at this job in an average week?**

______________ hours per week

**J4. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$______________ per week (Earnings before deductions)

## LICENSE OR DIPLOMA STATUS AS OF OCTOBER 1976

**K1. What were you doing the first week of October 1976?**

(Circle as many as apply.)

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Enrolled in graduate or professional school | 2 |
| Taking academic courses at a two- or four-year college | 3 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 4 |
| On active duty in the Armed Forces (or service academy) | 5 |
| Homemaker | 6 |
| Temporary layoff from work, looking for work, or waiting to report to work | 7 |
| Other (describe: ______) | 8 |

**K2. What kind of certificate, license, diploma or degree had you earned as of the first week of October 1976?**

| | (Circle as many as apply.) | Date Received Month | Date Received Year | Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Degree in History) |
|---|---|---|---|---|
| A certificate | 1 | ______ | 19__ | ______ |
| A license | 2 | ______ | 19__ | ______ |
| A 2-year or 3-year vocational degree or diploma | 3 | ______ | 19__ | ______ |
| A 2-year academic degree | 4 | ______ | 19__ | ______ |
| A 4-year or 5-year college Bachelor's degree | 5 | ______ | 19__ | ______ |
| A Master's degree or equivalent | 6 | ______ | 19__ | ______ |
| Other (specify: ______) | 7 | ______ | 19__ | ______ |

**K3. As of the first week of October 1976, what was your highest level of education or training?**

| | | Had in October 1976 (Circle one.) |
|---|---|---|
| Finished high school | | 1 |
| Vocational trade or business school | Less than two years | 2 |
| | Two years or more | 3 |
| College program | Less than two years of college | 4 |
| | Two or more years of college (including two-year degree) | 5 |
| | Finished college (four-or five-year degree) | 6 |
| | Master's degree or equivalent | 7 |
| | Ph.D., or advanced professional degree | 8 |

**K4.** As of the first week of October 1976, what kind of certificate, license, diploma, or degree were you studying for?

(Circle as many as apply.)

| | |
|---|---|
| None | 1 |
| A certificate (specify in what: ________________) | 2 |
| A license (specify in what: ________________) | 3 |
| A 2-year or 3-year vocational degree or diploma | 4 |
| A 2-year academic degree | 5 |
| A 4-year or 5-year college Bachelor's degree | 6 |
| A Master's degree or equivalent | 7 |
| A Ph.D. or equivalent | 8 |
| An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: ________________) | 9 |
| Other (specify: ________________________) | 10 |

**K5.** As of the first week of October 1976, had you received a Bachelor's degree from a four-year college or university?

(Circle one.)

| | |
|---|---|
| No | 1 |
| Yes | 2 |

**THANK YOU FOR YOUR COOPERATION**

# Appendix B

## NLS Bibliography

Ahern, D. W. Equality of educational opportunity: The National Longitudinal Study of the High School Class of 1972 (Doctoral dissertation). Ann Arbor, Michigan: University Microfilms International, 1976.

Alexander, K. L., & Cook, M. A. The motivational relevance of educational plans: Questioning the conventional wisdom. Social Psychology Quarterly, 1979, 42(3).

Allen, W. R. Preludes to attainment: Race, sex, and student achievement orientations. Chapel Hill, N.C.: University of North Carolina, Department of Sociology, March 1979.

Anderson, J. L. Work plans and fertility expectations of teenage women: Some tests of possible interpretations. Unpublished doctoral dissertation, Columbia University, 1977.

Anderson, K. L. The effects of post-high school experiences on the persistence of college students. Unpublished doctoral dissertation, University of North Carolina at Chapel Hill, 1979.

Anderson, K. L. Post-high school experiences and college attrition. Sociology of Education, January 1981, 54.

Augenblick, J. and Hyde, W., Jr. Community college finance. Education Commission of the States, in progress.

Bailey, J. P., Jr. Longitudinal studies of educational effects National Longitudinal Study of the High School Class of 1972: First follow-up survey final methodological report. Research Triangle Park, N.C.: Research Triangle Institute, March 1976. (ED 161 921)

Bailey, J. P., Jr. National Longitudinal Study of the High School Class of 1972: Base-year, first and second follow-up data file index KWIC-keyword in context index. Research Triangle Park, N.C.: Research Triangle Institute, April 1976.

Bailey, J. P., Jr. The National Longitudinal Study of the High School Class of 1972. Paper presented at the third annual meeting of the North Carolina Association for Research in Education, Winston-Salem, N.C., May 1976.

Bailey, J. P., Jr. National Longitudinal Study of the High School Class of 1972: Second follow-up survey final methodological report. Research Triangle Park, N.C.: Research Triangle Institute, October 1976. (ED 152 788)

Bailey, J. P., Jr. (Symposium Organizer). The National Longitudinal Study of the High School Class of 1972 Symposium: Trends in postsecondary education. Papers presented at the annual meeting of the American Educational Research Association, New York, N.Y., April 1977. (ED 146 771)

Bailey, J. P., Jr., & Collins, E. F. Entry into postsecondary education. Paper presented at the annual meeting of the American Educational Research Association, New York, N.Y., April 1977. (ED 146 871)

Barnes, G. T., & Neufeld, J. L. *The predictability of college financial aid offers: Evidence from the class of 1972*. Greensboro, N.C.: University of North Carolina, Department of Economics.

Beaton, A. E., Hilton, T. L., & Schrader, W. B. *Changes in the verbal abilities of high school seniors, college entrants, and SAT candidates between 1960 and 1972*. Paper prepared for the Advisory Panel on the Scholastic Aptitude Test Score Decline, jointly sponsored by the College Board and Educational Testing Service, June 1977.

Benrud, C. H., & Williams, R. L. *Development of adjusted school weights for the National Longitudinal Survey of the High School Class of 1972.* Research Triangle Park, N.C.: Research Triangle Institute, May 1981.

Berry, R. M. *The history, objectives, and design of the National Longitudinal Study of the High School Class of 1972*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973.

Bethune, S. B. *Factors related to entry to the teaching occupation: The choice of education as a field of study. A preliminary analysis*. Chapel Hill, N.C.: University of North Carolina, December 1978.

Black, M. An analysis of youth job search and geographic mobility. *Mathematica Policy Research*, June 1980.

Blaschke, T. J., Haggstrom, G. W., & Morrison, P. A. *Procedures for estimating parenthood and marital status for respondents to the National Longitudinal Study of the High School Class of 1972*. Santa Monica, California: The Rand Corporation, January 1979.

Bowers, W. J., Pierce, G. L., Blitch, C., & Carr, A. *Access to postsecondary education*. Boston, Massachusetts: Center for Applied Social Research, Northeastern University, 1977.

Bowers, W. J., et al. *Access to postsecondary education through transfer and transition*. Boston, Massachusetts: Center for Applied Social Research, Northeastern University, in progress.

Bowers, W. J., et al. *Delayed access to postsecondary education through transfer and transition*. Boston Massachusetts: Center for Applied Social Research, Northeastern University, in progress.

Bowers, W. J., et al. *Immediate access to postsecondary education*. Boston, Massachusetts: Center for Applied Social Research, Northeastern University, in progress.

Bowers, W. J., et al. *Retained access to postsecondary education*. Boston, Massachusetts: Center for Applied Social Research, Northeastern University, in progress.

Breglio, V. J., Stevers, M., & Tobias, J. An assessment of school supervised work education programs. Part II: Urban cooperative work education programs and follow-up study. Volume 2: Work education program outcomes--a twenty-four month follow-up study. San Francisco, California: Olympus Research Centers, March 1976. (ED 133 430)

Breland, H. M., Stocking, M., Pinchak, B. M., & Abrams, N. The cross-cultural stability of mental test items: An investigation of response patterns for ten socio-cultural groups. Princeton, N.J.: Educational Testing Service, February 1974. (ED 115 682)

Briggs, R. P., II. Occupational values of adolescents. Unpublished thesis, Emory University, Department of Sociology & Anthropology, 1978.

Brown, K. G. Student loans: A multivariate analysis of planners, users, and non-users. Unpublished doctoral dissertation, University of Arizona, May 1980.

Burkheimer, G. J., Jaffe, J. A., & Peng, S. S. Highly able students who did not go to college. Research Triangle Park, N.C.: Research Triangle Institute, August 1981.

Burkheimer, G. J., & Novak, T. P. A capsule description of young adults seven and one-half years after high school. Research Triangle Park, N.C.: Research Triangle Institute, August 1981.

Carroll, C. D. The structure and impact of postsecondary educational opportunity: Measurement issues associated with postsecondary education financing variables. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, April 1979.

Carroll, S. J. & Morrison, P. A. A preliminary research/analysis agenda for the national longitudinal study. (A working note prepared for the Department of Health, Education, and Welfare.) Santa Monica, California: The Rand Corporation, December 1975.

Carroll, S. J., & Morrison, P. A. National Longitudinal Study of high school seniors: An agenda for policy research. The Rand Corporation: Santa Monica, California, June 1976. (ED 135 818)

Catsiapis, G. C., & Petersen, D. L. An empirical analysis of the determinants of parental contributions for postsecondary education. Chicago, Illinois: Northeastern Illinois University.

Center for Educational Research and Evaluation. Digest of proceedings of the first planning conference for the National Longitudinal Study of the High School Class of 1972. Research Triangle Park, N.C.: Research Triangle Institute, November 1973. (ED 152 789)

Center for Educational Research and Evaluation. Conceptual model of the National Longitudinal Study. Research Triangle Park, N.C.: Research Triangle Institute, December 1973. (ED 166 199)

Center for Educational Research and Evaluation. *Record of proceedings of the second planning conference for the National Longitudinal Study of the High School Class of 1972*. Research Triangle Park, N.C.: Research Triangle Institute, 1973.

Center for Educational Research and Evaluation. *Imputation procedures for NLS data base*. Research Triangle Park, N.C.: Research Triangle Institute, January 1975.

Center for Educational Research and Evaluation. *National Longitudinal Study of the High School Class of 1972: A summary of the merged findings from analyses by RTI of the first follow-up and preceding data*. Research Triangle Park, N.C.: Research Triangle Institute, September 1975.

Chandler, M. O. *The longitudinal study of educational effects: Design of the follow-up surveys*. Paper presented at the annual meeting of the American Association for the Advancement of Science, San Francisco, California, March 1974. (ED 152 787)

Christoffel, P., Fleming, E., & Thompson, B. *Data base description and planned OPBE analyses of the National Longitudinal Study*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973.

Clowes, D. A., & Levin, B. H. How do two-year colleges serve recent high school graduates? *Community College Review*, 1980, *7*(3).

Collins, E. F. *The design and intent of the National Longitudinal Study (NLS)*. Paper presented at the annual meeting of the American Statistical Association, San Diego, California, August 1978.

Collins, E. F., & Bailey, J. P., Jr. *The National Longitudinal Study of the High School Class of 1972: First follow-up survey procedures to maximize participation*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. (ED 151 387)

Conger, A. J. *Group profiles on self-esteem, locus of control, and life goals*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., September 1976. (ED 151 386)

Conger, A. J., Conger, J. C., & Riccobono, J. A. *National Longitudinal Study of the High School Class of 1972: Validity and reliability of selected National Longitudinal Study data*. Research Triangle Park, N.C.: Research Triangle Institute, May 1976.

Conger, A. J., Conger, J. C., & Riccobono, J. A. *Reliability and validity of National Longitudinal Study measures: An empirical reliability analysis of selected data and a review of the literature on the validity and reliability of survey research questionnaires*. Research Triangle Park, N.C.: Research Triangle Institute, July 1976. (ED 151 396)

Conger, A. J., & Costanzo, P. R. *Implications of NLS data on self-esteem and locus of control for psychological research*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, Louisiana, 1976. (ED 151 385)

Conger, A. J., Peng, S. S., & Dunteman, G. H. *National Longitudinal Study of the High School Class of 1972: Group profiles on self-esteem, locus of control, and life goals*. Research Triangle Park, N.C.: Research Triangle Institute, January 1976. (ED 151 395)

Corrallo, S. B., & Davis, J. A. *Impact of financial aid on postsecondary entrance and persistence*. Paper presented at the annual meeting of the American Educational Research Association, New York, N.Y., April 1977. (ED 146 869)

Cox, B. G., & Folsom, R. E., Jr. *An empirical investigation of alternate item nonresponse adjustments*. Paper presented at the annual meeting of the American Statistical Assocation, San Diego, California, August 1978.

Cox, B. G., & Folsom, R. E., Jr. *An empirical investigation of alternate item nonresponse adjustment procedures*. Research Triangle Park, N.C.: Research Triangle Institute, September 1979.

Crain, R. L. *Suggestions for a second national longitudinal study of high school graduates*. (A working note prepared for the Department of Health, Education and Welfare.) Santa Monica, California: The Rand Corporation, November 1976.

Crain, R. L., & Mahard, R. E. School racial composition and black college attendance and achievement test performance. *Sociology of Education*, April 1978, *51*.

Crary, L. J., & Leslie, L. L. The private costs of postsecondary education. *Journal of Education Finance*, Summer 1978.

Creech, F. R. *A vocational re-evaluation of the base-year survey of the high school class of 1972. Part I: Selected characteristics of the class of 1972*. Princeton, N.J.: Educational Testing Service, October 1974. (ED 115 691)

Creech, F. R., Echternacht, G. J., Freeberg, N. E., & Rock, D. The high school class of 1972: Selected characteristics, plans, and aspirations--an overview of findings. *Public Data Use*, October 1975, *3*(4).

Creech, F. R., Freeberg, N. E., Rock, D. A., Wilson, K. M., & Young, K. *Comparative analysis of postsecondary occupational and educational outcomes for the high school class of 1972: Executive summary*. Princeton, N.J.: Educational Testing Service, May 1977. (ED 139 844)

Davis, J. A. *NLS in a perspective of psychometric history*. Paper presented at the annual meeting of the American Association for the Advancement of Science, San Francisco, California, 1974.

Davis, J. A. *Potentials of the NLS data base for issue-oriented analyses and for influencing educational policy decisions*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., September 1976. (ED 151 389)

Davis, J. A. *The U.S. National Longitudinal Study: An unprecendented data set for exploration*. Paper presented at the annual meeting of the Sociedad Interamericana de Psicologiá, Lima, Peru, July 1979.

Davis, J. A., & Collins, E. *Objectives, design, and history of the National Longitudinal Study*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. (ED 151 388)

Davis, J. A., & Levinsohn, J. R. The NLS Study of the High School Class of 1972: A resource for educational and human development researchers. In J. E. Mulholland (Ed.), *New directions for testing and measurement: Insights from large-scale surveys*. San Francisco, California: Jossey-Bass, 1979.

Derrick, F. W. *The work decision of college students*. Unpublished doctoral dissertation, North Carolina State University, Department of Economics & Business and Department of Statistics, 1976.

Doermann, H. The future market for college education. *A role for marketing in college admissions*. Princeton, N.J.: College Entrance Examination Board, 1976.

Dresch, S. P. *Studies of the impact of student financial aid programs: Study B, impact of student aid and labor market conditions on access to postsecondary education*. New Haven, Connecticut: Institute for Demographic and Economic Studies, Inc., August 1975.

Dresch, S. P., & Waldenberg, A. L. *Labor market incentives, intellectual competence and college attendance*. New Haven, Connecticut: Institute for Demographic and Economic Studies, Inc., March 1978.

Dunteman, G. *Alternative solutions to the missing activity state problem*. Research Triangle Park, N.C.: Research Triangle Institute, November 1974.

Dunteman, G. H., & Bailey, J. P., Jr. *The National Longitudinal Study: Design and preliminary results*. Paper presented at the annual meeting of the American Assocation for the Advancement of Science, New York, N.Y., January 1975.

Dunteman, G. H., & Peng, S. S. *The National Longitudinal Study of the High School Class of 1972: An executive summary of the first follow-up analyses*. Research Triangle Park, N.C.: Research Triangle Institute, September 1975.

Dunteman, G. H., & Peng, S. S. *National Longitudinal Study of the High School Class of 1972: Planning and activity states analyses*. Research Triangle Park, N.C.: Research Triangle Institute, September 1975.

Dunteman, G. H., & Peng, S. S. Some analysis strategies applied to the National Longitudinal Study of the High School Class of 1972. Paper presented at the Eastern North American Region joint meetings of the Institute of Mathematical Statistics and the American Statistical Association. Chapel Hill, N.C., April 1977. (ED 146 870)

Dunteman, G. H., & Peng, S. S. Transfers among postsecondary education institutions. Paper presented at the annual meeting of the American Educational Research Association, New York, N.Y., April 1977. (ED 146 870)

Dunteman, G. H., Peng, S. S., & Holt, M. M. Composite score analysis: Ability index, SES index, some psychological and educational construct scales. Research Triangle Park, N.C.: Research Triangle Institute, August 1974. (ED 170 302)

Dunteman, G. H., Wisenbaker, J., & Taylor, M. E. Race and sex differences in college science program participation. Research Triangle Park, N.C.: Research Triangle Institute, May 1979.

Echternacht, G. J. Reliability and validity of questionnaire items--status, social-psychological, and educational plans and aspirations variables. Princeton, N.J.: Educational Testing Service, April 1974.

Echternacht, G. A vocational re-evaluation of the base-year survey of the high school class of 1972, Final report - Part II: Characteristics distinguishing vocational students from general and academic students. Princeton, N.J: Educational Testing Service, February 1975. (ED 115 714)

Echternacht, G. Characteristics distinguishing vocational education students from general and academic students. Multivariate Behavioral Research, October 1976, 11(4). (ED 115 692)

Eckland, B. K. School racial composition and college attendance revisited Sociology of Education, April 1979, 52.

Eckland, B. K. Sociodemographic implications of minimum competency testing. In R. M. Jaeger & C. K. Tittle (Eds.), Minimum competency achievement testing: Motives, models, measures and consequences. Berkeley, California: McCutchen Publishing Company, 1979.

Eckland, B. K. The efficient use of educational data: A proposal for the National Longitudinal Study of the High School Class of 1972. In C. E. Bidwell & D. M. Windham (Eds.), The analysis of educational productivity (Vol. 2). Cambridge, Massachusetts: Ballinger Publishing Company, 1980.

Eckland, B. K., & Alexander, K. L. The National Longitudinal Study of the High School Senior Class of 1972. In C. Kerckhoff (Ed.), Longitudinal perspectives on educational attainment. Greenwich, Connecticut: JAI Press, Inc., 1980.

Eckland, B. K., & Bailey, J. P., Jr. National Longitudinal Study of the High School Class of 1972: A capsule description of second follow-up survey data October 1974. Washington, D.C.: U.S. Government Printing Office, 1977. (ED 139 826)

Eckland, B. K., & Henderson, L. B. *College attainment four years after high school*. Research Triangle Park, N.C.: Research Triangle Institute, May 1981.

Eckland, B. K., Henderson, L. B., Tickamyer, A. R., & Trent, W. T. *Constructed education variables*. Research Triangle Park, N.C.: Research Triangle Institute, January 1981.

Eckland, B. K., & Lindsay, P. *North-South differences in the impact of desegregation in school and college*. Chapel Hill, N.C.: University of North Carolina, April 1978.

Eckland, B. K., & Wisenbaker, J. M. *National Longitudinal Study: A capsule description of young adults four and one-half years after high school*. Research Triangle Park, N.C.: Research Triangle Institute, February 1979. (ED 178 561)

Eisenman, R. L., Eitelberg, M. J., Purcell, A. C., Richmond, B. M., Wagner, C. L., & Hunter, R. W. *Educational benefits analysis: An examination of the effects of G.I. Bill educational benefits on service accessions* (Special report). Alexandria, Virginia: Human Resources Research Organization, November 1975.

Eitelberg, M. J. *Evaluation of army representation* (Final report). Alexandria, Virginia: Human Resources Research Organization, November 1976.

Eitelberg, M. J. *Military representation: The theoretical and practical implications of population representation in the American armed forces*. Doctoral dissertation, New York University, 1979.

Eldridge, M. D. *A comparison of women's faculty salaries and earned degrees*. Paper presented at the annual meeting of the American Statistical Association, San Diego, California, August 1978.

Falk, W. W., & Falkowski, C. K. *Status orientation of young women in the U.S.* Paper presented at the Fifth World Congress for Rural Sociology, Mexico City, Mexico, August 1980.

Falk, W. W., Falkowski, C. K., & Hansen, G. L. *Attitudinal stability in the formation of life plans: A tri-ethnic comparison among young American women*. Paper presented at the annual meeting of the Rural Sociological Society, Ithaca, N.Y., August 1980.

Falk, W. W., Falkowski, C. K., & Lyson, T. A. *Some plan to become teachers: Further elaboration and specification*. Paper presented at the Southern Sociological Society Meeting, Knoxville, Tennessee, March 1980.

Fennessey, J., Alexander, K. L, Riordan, C., & Salganik, L. H. *Tracking and frustration reconsidered: Appearance or reality*. Baltimore, Maryland: Johns Hopkins University, in progress.

Fetters, W. B. *National Longitudinal Study of the High School Class of 1972: A capsule description of high school seniors, base-year survey*. Washington, D.C.: U.S. Government Printing Office, 1974. (ED 091 810)

Fetters, W. B. *Comparative profiles one and one-half years after graduation*. Washington, D.C.: U.S. Government Printing Office, 1975. (ED 120 202)

Fetters, W. B. *National Longitudinal Study of the High School Class of 1972: Changes in attitudes one and one-half years after graduation*. Washington, D.C.: U.S. Government Printing Office, 1975. (ED 117 155)

Fetters, W. B. *National Longitudinal Study of the High School Class of 1972: Student questionnaire and test results by sex, high school program, ethnic category, and father's education*. Washington, D.C.: U.S. Government Printing Office, 1975. (ED 111 850)

Fetters, W. B. *National Longitudinal Study of the High School Class of 1972--base-year study: Student questionnaire and test results by academic ability, socioeconomic status, and region*. Washington, D.C.: U.S. Government Printing Office, 1976. (ED 120 252)

Fetters, W. B. *National Longitudinal Study of the High School Class of 1972: Sample design efficiency study: Effects of stratification, clustering, and unequal weighting on the variances of NLS statistics*. Washington, D.C.: U.S. Government Printing Office, 1977. (ED 146 189)

Fetters, W. B. *High school graduates in 1972 and 1982*. (Prepared for the National Planning Committee for the New National Longitudinal Survey, "High School and Beyond.") Washington, D.C.: National Center for Education Statistics, October 1978.

Fetters, W. B., Dunteman, G. H., & Peng, S. S. *Fulfillment of short-term educational plans and continuance in education: October 1972 and October 1973*. Washington, D.C.: U.S. Government Printing Office, 1977. (ED 155 222)

Fleming, E. L., Jr., Maroney, R., & Straser, M. L. *The vocational reevaluation of the National Longitudinal Study of the High School Class of 1972--base year*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. (ED 151 391)

Folsom, R. E., Jr. *Variance components for NLS: Partitioning the design effect*. Research Triangle Park, N.C.: Research Triangle Institute, January 1975.

Folsom, R. E., & Weber, J. H. *Relative efficiencies of a three-stage versus a two-stage sample design for a new NLS cohort study*. Research Triangle Park, N.C.: Research Triangle Institute, March 1976. (ED 164 563)

Folsom, R. E., & Weber, J. H. *Limited investigation of effects of stratification, clustering, respondent mobility, and overlapping schools with the 1972 sample*. Research Triangle Park, N.C.: Research Triangle Institute, April 1976. (ED 167 569)

Folsom, R. E., Jr. *A survey measurement error model for repeated binary responses*. Research Triangle Park, N.C.: Research Triangle Institute, September 1976. (ED 167 566)

Freeberg, N. E., & Rock, D. A. *A vocational reevaluation of the base year survey of the high school class of 1972: Part III: Aspirations and plans of high school students: The role of academic, social and personal characteristics* (Final report). Princeton, N.J.: Educational Testing Service, February 1975. (ED 111 886)

Fuller, W. C., Manski, C. F., & Wise, D. A. *New evidence on the economic determinants of postsecondary schooling choices* (Report Number 90D). Cambridge, Massachusetts: John Fitzgerald Kennedy School of Government, Harvard University, June 1980.

Fuller, W. C., Manski, C. F., & Wise, D. A. *The impact of the Basic Educational Opportunity Grant Program on college enrollments* (Report Number 94D). Cambridge, Massachusetts: John Fitzgerald Kennedy School of Government, Harvard University, July 1980.

Furr, J. D. *The relationship between high school reading and math achievement levels and later life experiences: Implications for minimal competency testing*. Doctoral dissertation, University of North Carolina at Chapel Hill, 1978.

Gelb, J. *Beyond the academic, nonacademic dichotomy: High school curriculum effects and educational attainment* (Report No. 273). Baltimore, Maryland: Center for Social Organization of Schools, The Johns Hopkins University, March 1979. (ED 173 504)

Gilford, D. *The noncollegiate sector: Statistical snapshots of adult continuing education*. Paper presented at the 29th National Conference of the Association of American Higher Education, Chicago, Illinois, March 1974.

Gilford, D. M. (Symposium Chairman). *The National Longitudinal Study of the High School Class of 1972*. Papers presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975.

Golladay, M. A. *The condition of education: 1976*. Washington, D.C.: U.S. Government Printing Office, March 1976. (ED 120 910)

Golladay, M. A. *The condition of education: A statistical report* (Vol. 3, Part 1). Washington, D.C.: U.S. Government Printing Office, 1977. (ED 136 442)

Grant, W. V., & Lind, C. G. *Digest of education statistics, 1975 edition*. Washington, D.C.: U.S. Government Printing Office, 1976. (ED 123 755)

Grant, W. V., & Lind, C. G. *Digest of education statistics, 1976 edition*. Washington, D.C : U.S. Government Printing Office, 1977.

Griffin, L. J., Kallenberg, A. L., & Alexander, K. L. *Determinants of early labor market entry and attainment: A study of labor market segmentation*. Baltimore, Maryland: The Center for Social Organization of Schools, The Johns Hopkins University, 1981.

Gruber, J. E. *Factors influencing the self-esteem and locus of control of adolescents: Results from the NLS first year followup*. Doctoral dissertation, University of North Carolina at Chapel Hill, Department of Sociology, 1976.

Gruber, J. E. Self in transition: Change and continuity in self esteem after high school. Palo Alto, California: R & E Research Associates, 1979.

Gruber, J. E. Sources of satisfaction among students in postsecondary education. American Journal of Education, May 1980, 88(3).

Haggstrom, G. W., Blashchke, T. J., Kanouse, D. E., Lisowski, W., & Morrison, P. A. Teenage parents: Their ambitions and attachments. Santa Monica, California: The Rand Corporation, in progress.

Haggstrom, G. W., & Morrison, P. A. Investigating adolescent parenthood with the National Longitudinal Study of high school seniors. Santa Monica, California: The Rand Corporation, February 1979.

Hanks, M. Race, sexual status and athletics in the process of educational achievement. Social Science Quarterly, December 1979, 60(3).

Hanks, M. Youth voluntary associations and political socialization. Murray, Kentucky: Murray State University, in progress.

Harrell, A. V., & Wirtz P. W. Social and educational antecedents to youth unemployment. Washington, D.C.: Social Research Group, The George Washington University, August 1979.

Henderson, L. B., & Allen, D. R. NLS data entry quality control: The fourth follow-up survey. Research Triangle Park, N.C.: Research Triangle Institute, June 1981.

Henderson, L. B., Allen, D. R., & Levinsohn, J. R. National Longitudinal Study data entry quality control: The third follow-up survey. Research Triangle Park, N.C.: Research Triangle Institute, March 1978.

Henderson, L. B., & Levinsohn, J. National Longitudinal Study of the High School Class of 1972: School file documentation. Research Triangle Park, N.C.: Research Triangle Institute, June 1981.

Hill, R. Discrimination and minority youth employment. Waltham, Massachusetts: Center for Public Service, Brandeis University, April 1980.

Hilton, T. L. Persistence in higher education--An empirical study. Princeton, New Jersey: Educational Testing Service, August 1980.

Hilton, T. L., & Glaser, E. Selected results and description of data file. Paper presentation at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973.

Hilton, T. L., & Rhett, H. The base-year survey of the National Longitudinal Study of the High School Class of 1972 (Final report). Princeton, New Jersey: Educational Testing Service, June 1973.

Holsinger, D. B. Early school to work transition profiles of Anglo and Mexican-American high school graduates in the southwest: A study of the high school class of 1972. Tucson, Arizona: The University of Arizona, August 1980.

Holsinger, D. B., & Flores, E. Y. *School to work transition profiles of Anglo and Mexican-American high school graduates in the southwest: A study of the high school class of 1972*. Tucson, Arizona: The University of Arizona, 1977.

Holsinger, D. B., & Flores, E. Y. *Post high school plans of Mexican-American and Anglo youth*. Tucson, Arizona: The University of Arizona, Department of Educational Foundations and Administration, November 1980.

Horvitz, D. G., Mason, K., Bayless, D., Jackson, D., Hunt, N., & Koch, G. *The design of a longitudinal survey of secondary school seniors* (Final report--Volumes I and II). Research Triangle Park, N.C.: Research Triangle Institute, February 1972.

Howard, W. R. *National Longitudinal Study planning conference--October 1-3, 1975*. (Final paper from the panel.) November 1975. (ED 152 790)

Ironson, G. H., & Subkoviak, M. J. A comparison of several methods of assessing item bias. *Journal of Educational Measurement*, Winter 1979, *16*(4).

Jackson, G. A. *Student demand for postsecondary education*. Cambridge, Massachusetts: Harvard Graduate School of Education, September 1976.

Jackson, G. A. Financial aid and student enrollment. *Journal of Higher Education*, 1978, *9*(6).

Jackson, G. A. How students pay for college: Temporal and individual variation. *Higher Education*, 1980.

Johnson, T. *Time in school: The case of the prudent patron* (Paper No. 4594, Journal Series of the North Carolina Agricultural Experiment Station). Raleigh, N.C.: North Carolina State University, Department of Economics and Statistics, August 1976.

Kanouse, D. E., Haggstrom, G. W., Blaschke, T. J., Kahan, J. P., Lisowski, W. J., & Morrison, P. A. *Effects of postsecondary experiences on aspirations, attitudes, and changes in self-concept*. Santa Monica, California: The Rand Corporation, April 1980.

King, D. A. *The effects of incentives on response rates on the national longitudinal survey of educational effects*. Paper presented at the 34th Annual Conference of the American Association for Public Opinion Research, Buck Hill Falls, Pennsylvania, June 1979.

King, D. A. *National Longitudinal Study data collection activities for the fourth follow-up (October 1979 through April 1980)*. Research Triangle Park, N.C.: Research Triangle Institute, May 1981.

King, D. A., & Thorne, N. R. *National Longitudinal Study data collection activities for the third follow-up (July 1976 through June 1977)*. Research Triangle Park, N.C.: Research Triangle Institute, September 1977. (ED 173 373)

King, D. A., Weeks, M. F., Thorne, N. R., & Myers, C. S. Data collection activities for the second follow-up (August 1974 - June 1975). Research Triangle Park, N.C.: Research Triangle Institute, July 1975. (ED 161 919)

Kolstad, A. J. Attrition from college: The class of 1972 two and one-half years after high school graduation. Washington, D.C.: National Center for Education Statistics, September 1977. (ED 168 396)

Kolstad, A. J. The role of aspirations and ability in rates of college progress. Paper presented at the annual meeting of the American Statistical Association, San Diego, California, August 1978.

Kolstad, A. J. The influence of high school type and curriculum on enrollment in higher education and postsecondary education. Washington, D.C.: National Center for Education Statistics, April 1979. (ED 172 627)

Kominski, R. Patterns of change in occupational aspirations. Unpublished paper. Madison, Wisconsin: University of Wisconsin, Fall 1978.

Kominski, R. Educational aspirations of high school seniors. Paper presented at the Midwest Sociology Society, Minneapolis, Minnesota, April 1981.

Kroll, A. K. Discussant comments regarding NLS. Paper presented at the American Educational Research Association Symposium, the annual meeting of the American Educational Research Association, New Orleans, Louisiana, 1973.

Larsen, A. S., Watson, M. E., Duncan, D. P., Riccobono, J. A., & Burkheimer, G. J. Tabular summary of the fourth follow-up questionnaire data. Research Triangle Park, N.C.: Research Triangle Institute, March 1981.

Lawrence, J. E. S., & McAdams, K. C. Vocational development theory and the National Longitudinal Study. Research Triangle Park, N.C.: Research Triangle Institute, December 1978.

Lazear, E. The narrowing of black-white wage differentials is illusory. American Economic Review, September 1979, 69(4).

Lazear, E. P. Male-female wage differentials: Has the government had any effect? In C. B. Lloyd, et al. (Eds.), Women in the labor market. New York: Columbia University Press, 1979.

Lazear, E. P., & Miller, F. H. Minimum wage versus minimum compensation. (A report prepared for the Minimum Wage Study Commission.) November 1980.

Levin, B. H., & Clowes, D. A. Realization of educational aspirations among blacks and whites in two- and four-year colleges. Community/Junior College Research Quarterly, 1980, 4.

Levin, B. H., & Clowes, D. A. The dormitory effect: The effect of living at college on attainment of the baccalaureate degree. Weyers Cave, Virginia: Division of Social and Behavioral Sciences, Blue Ridge Community College.

Levinsohn, J. National Longitudinal Study of the High School Class of 1972: Special activity state survey and second level of edit activities. Research Triangle Park, N.C.: Research Triangle Institute, March 1976.

Levinsohn, J., Henderson, L. B., Riccobono, J. A., & Moore, R. P. National Longitudinal Study base-year, first, second, and third follow-up data file users manual (Volumes I & II). Washington, D.C.: U.S. Government Printing Office, February 1979. (ED 160 623 & ED 160 624)

Levinsohn, J., & Lewis, L. Base-year, first, and second follow-up master file documentation. Research Triangle Park, N.C.: Research Triangle Institute, August 1976. (ED 160 631)

Levinsohn, J. R., Lewis L., Riccobono, J. A., & Moore, R. P. National Longitudinal Study of the High School Class of 1972: Base-year, first, and second follow-up data file users manual. Research Triangle Park, N.C.: Research Triangle Institute, July 1976. (ED 151 371)

Levinsohn, J. R., & McAdams, K. C. National Longitudinal Study: The NLS data base design: A user survey. Research Triangle Park, N.C.: Research Triangle Institute, January 1978.

Levinsohn, J. R., & McAdams, K. C. National Longitudinal Study: Third follow-up survey final methodological report. Research Triangle Park, N.C.: Research Triangle Institute, August 1978.

Levinsohn, J. R., & Riccobono, J. A. The National Longitudinal Study of the High School Class of 1972: A description of the merged base-year/first follow-up data file. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. (ED 151 392)

Levinsohn, J. R., Riccobono, J. A., Lewis, L. H., & Moore, R. P. Base-year and first follow-up data file users manual. Research Triangle Park, N.C.: Research Triangle Institute, April 1975. (ED 151 397)

Lewis, L., & Levinsohn, J. National Longitudinal Study of the High School Class of 1972: School file documentation. Research Triangle Park, N.C.: Research Triangle Institute, August 1976. (ED 161 920)

Lichtman, M., Rothschild, S. J. S., & Peng, S. Educational attainment among females and minorities. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, April 1979.

Lindsay, P. Effects of quantity and quality of schooling. Doctoral dissertation, University of North Carolina at Chapel Hill, 1978.

Lindsay, P. The effect of high school size on student participation, satisfaction, and attendance. Greensboro, N.C.: University of North Carolina, September 1980.

Lindsay, P., & Eckland, B. K. Why southern blacks don't go to college. Sociological Forum, Fall 1979.

Loxley, W. *Factoral concepts in comparing subcultural resource competition models for American ethnics*. Doctoral dissertation. University of Chicago, 1976.

Lyons, N. I., & Moore, R. P. *National Longitudinal Study of the High School Class of 1972: Reliability of retrospective data*. Research Triangle Park, N.C.: Research Triangle Institute, September 1976.

Meginnis, S. K. S. *Correlation of selected sociodemographic and psychological variables with indicators of sex role orientation of young adult women*. Doctoral dissertation. The University of North Carolina at Chapel Hill, 1979.

Melone, F. R., & Fetters, W. B. *Effects of marriage and childbirth on completion of higher education*. Paper presented at the annual meeting of the American Statistical Association, San Diego, California, August 1978.

Meyer, R. H., & Wise, D. A. *High school preparation and early labor force experience* (Report Number 86D). Cambridge, Massachusetts: John Fitzgerald Kennedy School of Government, Harvard University, April 1980.

Moore, R. P. *Calculation of nonresponse-adjusted student weights for respondents to the NLS base-year and first follow-up surveys*. Research Triangle Park, N.C.: Research Triangle Institute, October 1975. (ED 170 301)

Moore, R. P., & Shah, B. V. *Effects of stratification, clustering, and unequal weighting on the variances of NLS statistics*. Research Triangle Park, N.C.: Research Triangle Institute, February 1975. (ED 167 567)

Moore, R. P., & Shah, B. V. *Choosing the "optimum" design for an NLS cohort*. Research Triangle Park, N.C.: Research Triangle Institute, 1975.

Moore, R. P., & Shah, B. V. *Efficiency study of the change variables from the first follow-up of the NLS sample design*. Research Triangle Park, N.C.: Research Triangle Institute, February 1976.

Moore, R. P., & Shah, B. V. *National Longitudinal Study of the High School Class of 1972: Sample design efficiency study, optimal two-stage sample design* (NCES publication 77-257). Washington, D.C.: U.S. Government Printing Office, 1977. (ED 167 571)

Moore, R. P., Shah, B. V., & Folsom, R. E. *Efficiency study of NLS base-year design*. Research Triangle Park, N.C.: Research Triangle Institute, November 1974.

Morrison, J. L. *The National Longitudional Study (NLS) of the High School Class of 1972 data base: Implications for use in doctoral training programs in higher education*. Revised version of a paper presented at the annual meeting of the Association for the Study of Higher Education, Chicago, Illinois, 1978.

Morrison, P. A., & Haggstrom, G. W. *Consequences of late adolescent parenthood: Evidence from the National Longitudinal Study of high school seniors*. Santa Monica, California: Rand Corporation, January 1980.

Mullen, J. K. *A differential expenditure analysis of financing higher education*. Potsdam, N.Y.: Clarkson College of Technology, in progress.

Mullen, J. K. *Implications of tuition grants in higher education: The case of a priori need-based aid program*. Potsdam, N.Y.: Clarkson College of Technology, in progress.

Munro, B. H. Dropouts from nursing education: Path analysis of a national sample. *Nursing Research*, November-December 1980, *29*(6).

Munro, B. H. *Dropouts from higher education: Path analysis of a national sample*. New Haven, Connecticut: Yale University, in progress.

NCES. Immediate education plans of high school seniors, class of 1972. *Advance Statistics for Management Bulletin* (Number 17). Washington, D.C.: Author, March 1974.

NCES. Realization of postsecondary education plans: First and second year. *Advance Statistics for Management Bulletin* (Number 20). Washington, D.C.: Author, March 1975.

NCES. One and one-half years after high school graduation: The class of 1972. *Advance Statistics for Management Bulletin* (Number 21). Washington, D.C.: Author, June 1975. (ED 110 730)

NCES. Effectiveness of high school job training: Assessment of the class of 1972 one and one-half years after graduation. *Advance Statistics for Management Bulletin* (Number 22). Washington, D.C.: Author, August 1975. (ED 113 526 )

NCES. *The condition of education: A statistical report on the condition of American education 1975*. Washington, D.C.: U.S. Government Printing Office, 1975. (ED 103 991)

NCES. Continuing assessment of the occupational goals of the high school class of 1972. *Advance Statistics for Management Bulletin* (Number 26). Washington, D.C.: Author, September 1977.

NCES. *The condition of education*. Washington, D.C.: U.S. Government Printing Office, 1978.

NCES. *The relationship between participation in mathematics at the high school level and entry into quantitative fields: Results from the National Longitudinal Study* (NCES Bulletin 79-228). Washington, D.C.: Author, August 1979.

NCES. *The condition of education for Hispanic Americans*. Washington, D.C.: U.S. Government Printing Office, 1980.

Nelson, S. *Community college study*. Washington, D.C.: The Brookings Institution, in progress.

Nisselson, H. *Sampling considerations in the design of LSEE*. Paper presented at the 140th meeting of the American Association for the Advancement of Science, San Francisco, California, March 1974.

Noell, J. *Students' attitudes toward their high school education*. Washington, D.C.: National Center for Education Statistics, 1977.

Nolfi, G. J. *Description of two policy studies in postsecondary education and work: Demand for postsecondary education and transition from high school to work*. Cambridge, Massachusetts: University Consultants, Inc., December 1976.

Nolfi, G. J. *Demand for postsecondary education and transition from high school to work*. Cambridge, Massachusetts: University Consultants, Inc., 1977.

Nolfi, G. J. *Recommendations for the National Longitudinal Survey of the High School Class of 1979*. Cambridge, Massachusetts: University Consultants, Inc.

Nolfi, G. J., Fuller, W. C., Corazzini, A. J., Epstein, W. H., Freeman, R. B., Manski, C. F., Nelson, V. I., & Wise, D. A. *Experiences of recent high school graduates: The transition to work or postsecondary education*. Lexington, Massachusetts: Lexington Books, 1978. (ED 163 575)

Nolfi, G. J., Nelson, V. I., Epstein, W., McElroy, M., Dahlin, C., Fuller, W., & Corazzini, A. *Post high school labor market and training experiences of American youth*. Cambridge, Massachusetts: University Consultants, Inc., 1980.

Nolfi, G. J., Wagner, A. P., Nelson, V. I., Waldenburg, A., Epstein, W., Bowers, W., Pierce, G., & Blitch, C. *Patterns of nontraditional attendance in American postsecondary education and the determinants of such patterns* among youth. Cambridge, Massachusetts: University Consultants, Inc., 1980.

Olson, L. S. *An empirical study of decisions involving postsecondary vocational school training: Volume I - Executive summary*. Washington, D.C.: U.S. Department of HEW/OE/Bureau of Occupational and Adult Education, March 1978.

Ornstein, M. D., & Rossi, P. H. *Going to work. An analysis of the determinants and consequences of entry into the labor force*. Baltimore, Maryland: The Johns Hopkins University, August 1970. (ED 042 055)

Osborne, T. *The National Longitudinal Study of the High School Class of 1972: An analysis of subpopulation differences*. Athens, Georgia: University of Georgia, in progress.

Page, E. B., & Grandon, G. M. Family configuration and mental ability: Two theories contrasted with U.S. data. *American Educational Research Journal*, Summer 1979.

Patteson, B., and Wolfle, L. M. *Specification bias in causal models with fallible indicators*. Blacksburg, Virginia: Virginia Polytechnic Institute and State University, in progress.

Peng, S. S. *Imputation of the NLS ability index*. Research Triangle Park, N.C.: Research Triangle Institute, October 1974.

Peng, S. S. Trends in the entry to higher education: 1961-1972. *Educational Researcher*, January 1977. (ED 150 182)

Peng, S. S. An assessment of job training programs in American high schools. *Phi Delta Kappan*, May 1977.

Peng, S. S., Ashburn, E. A., & Dunteman, G. H. *Withdrawal from institutions of higher education: An appraisal with longitudinal data involving diverse institutions*. Washington, D.C.: U.S. Government Printing Office, 1977.

Peng, S. S., & Bailey, J. P., Jr. *Differences between vertical transfers and native students in four-year institutions*. Research Triangle Park, N.C.: Research Triangle Institute, December 1976.

Peng, S. S., Bailey, J. P., Jr., & Dunteman, G. H. *Differences between high school graduates and dropouts in participation patterns and response quality in survey studies*. Research Triangle Park, N.C.: Research Triangle Institute, February 1977. (ED 151 398)

Peng, S. S., Bailey, J. P., Jr., & Eckland, B. K. Access to higher education: Results from the National Longitudinal Study of the High School Class of 1972. *Educational Review*, December 1977.

Peng, S. S., Dunteman, G. H., & Fetters, W. B. *The National Longitudinal Study of the High School Class of 1972: Selected results from the base year and the first follow-up surveys*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. (ED 151 393)

Peng, S. S., & Dunteman, G. H. *Socioeconomic background and postsecondary educational attainment: National Longitudinal Study of the High School Class of 1972*. Research Triangle Park, N.C.: Research Triangle Institute, August 1975.

Peng, S. S., & Dunteman, G. H. *Equal opportunity in postsecondary education: An appraisal with recent evidence*. Research Triangle Park, N.C.: Research Triangle Institute, December 1975.

Peng, S. S., & Dunteman, G. H. *Transfer students in institutions of higher education*. Research Triangle Park, N.C.: Research Triangle Institute, November 1976. (ED 150 927)

Peng, S. S., & Dunteman, G. H. *National Longitudinal Study of the High School Class of 1972: A capsule description of first follow-up survey data*. Washington, D.C.: U.S. Government Printing Office, 1976. (ED 120 251)

Peng, S. S., & Fetters, W. B. *The able students who did not go to college: A talent loss problem?* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, March 1978.

Peng, S. S., & Fetters, W. B. Variables involved in withdrawal during the first two years of college: Preliminary findings from the National Longitudinal Study of the High School Class of 1972. *American Educational Research Journal*, Summer 1978, 15(3). (ED 148 206)

Peng, S. S., & Holt, M. M. Tabular results of the second follow-up questionnaire. Research Triangle Park, N.C.: Research Triangle Institute, July 1975.

Peng, S. S., & Holt, M. M. National longitudinal study: Tabular summary of the second follow-up questionnaire data two and one-half years after high school (Volumes I and II). Research Triangle Park, N.C.: Research Triangle Institute, August 1977.

Peng, S. S., & Jaffe, J. Third follow-up survey composite variables. Washington, D.C.: National Center for Education Statistics, March 1980.

Peng, S. S., & Jaffe, J. Women who enter male-dominated fields of study in higher education. Silver Spring, Maryland: Applied Management Sciences, Inc., March 1980.

Peng, S. S., & Kolstad, A. Women who enter male-dominated fields of study in higher education. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, March 1978.

Peng, S. S., Stafford, C. E., & Talbert R. J. National Longitudinal Study of the High School Class of 1972: Review and annotation of study reports. Research Triangle Park, N.C.: Research Triangle Institute, May 1977. (ED 151 370)

Peng, S. S., & Talbert, R. J. Sex differences in career orientations. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, March 1978.

Peng, S. S., Wisenbaker, J. M., Bailey, S. S., & Marnell, D. Tabular summary of the third follow-up questionnaire data. Research Triangle Park, N.C.: Research Triangle Institute, February 1978.

Pepin, A. Predicting postsecondary enrollment by cognitive and noncognitive variables (Dissertation proposal). Washington, D.C.: National Center for Education Statistics, March 1977.

Polachek, S. W. Sex differences in college major. Industrial and Labor Relations Review, July 1978, 31(4).

Purcell, A., Eisenman, R. L., Eitelberg, M. J., & Hicks, J. M. Army representativeness: The National Longitudinal Study. Alexandria, Virginia: Human Resources Research Organization, January 1976. (ED 126 133)

Radcliffe, S. A. NCES program and plans. In The condition of education (Vol. 3, Part 2). Washington, D.C.: U.S. Government Printing Office, 1977.

Research Triangle Institute. Report on the data collection activities of the first follow-up. The National Longitudinal Study of the High School Class of 1972. Research Triangle Park, N.C.: Author, February 1974. (ED 168 022)

Rhett, H. *The National Longitudinal Study of the High School Class of 1972: Methods and problems in maximizing participation*. Paper presented at an American Educational Research Association Symposium, New Orleans, Louisiana, February 1973.

Riccobono, J. A., Bailey, J. P., Jr., & Dunteman, G. H. *Money and college: Differences in ability and SES*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., September 1976. (ED 148 280)

Riccobono, J. A., Burkheimer, G. J., & Place, C. *National Longitudinal Study of the High School Class of 1972: Fourth follow-up survey final methodological report*. Research Triangle Park, N.C.: Research Triangle Institute, September 1981.

Riccobono, J. A., & Dunteman, G. H. *National Longitudinal Study of the High School Class of 1972: Preliminary analyses of student financial aid*. Research Triangle Park, N.C.: Research Triangle Institute, September 1975. (ED 170 303)

Riccobono, J. A., Henderson, L. B., Burkheimer, G. J., Place, C., & Levinsohn, J. R. *National Longitudinal Survey: Base-year (1972) through fourth follow-up (1979) data file users manual* (Volumes I, II, and III). Research Triangle Park, N.C.: Research Triangle Institute, June 1981.

Riccobono, J. A., Henderson, L. B., & Levinsohn, J. R. *The NLS data base: From base year 1972 to fourth follow-up 1980*. Paper presented at the annual conference of the North Carolina Association of Researchers in Education, Wake Forest University, Winston-Salem, N.C., November 1980.

Rice, L. D. *Race, poverty, and the colleges*. Paper presented at the Conference on Racial and Ethnic Data of the Institute for the Study of Educational Policy, Howard University, Washington, D.C., February 1976.

Rice, L. D., Wagner, A. P., Christoffel, P. H., & Tenison, L. J. *Lessons from experience, plans for the future: Suggestions for the second cohort national longitudinal study of educational effects*. November 1976.

Rizvi, M. H. *The third follow-up National Longitudinal Study: An empirical investigation of item nonresponse adjustment procedures*. Washington, D.C.: National Research Council, July 1979.

Robertshaw, D., & Wolfle, L. M. *Discontinuities in school and educational attainment*. Paper presented at the annual meeting of the American Educational Research Association, Boston, Massachusetts, April 1980.

Rock, D. A., & Freeberg, N. E. *Causal influences on educational plans of high school seniors: A structural analysis by race*. Princeton, N.J.: Educational Testing Service, June 1977.

Rosenbaum, J. E. Track misperception and frustrated college plans: An analysis of the effects of tracks and track perceptions in the National Longitudinal Survey. *Sociology of Education*, April 1980, *53*.

Ross, P. J. Educational and occupational profiles for U.S. high school seniors in the class of 1972. Paper presented at the annual meeting of the Rural Sociology Section, Southern Association of Agricultural Scientists, Houston, Texas, February 1978.

Rothschild, S. J. S., & Lichtman, M. Factors related to white, black, and Hispanic women's mathematics attainments: A descriptive study. Blacksburg, Virginia: Virginia Polytechnic Institute and State University, 1980.

Sanford, T. R. The effects of student aid on recent college graduates. Chapel Hill, N.C.: University of North Carolina, 1978.

Schmidt, W. J. Job expectations of the high school class of 1972. East Lansing, Michigan: Michigan State University, 1977.

Schmidt, W. J. High school counseling resources: The availability and impact. East Lansing, Michigan: Michigan State University, in progress.

Schmidt, W. J. The high school curriculum: It does make a difference. East Lansing, Michigan: Michigan State University, in progress.

Schmidt, W. J. The high school curriculum: Who takes what? East Lansing, Michigan: Michigan State University, in progress.

Schorr, J. K. Great expectations: An examination of persistence and early attrition among high school seniors aspiring to the high status professions. Doctoral dissertation. Deland, Florida: Stetson University, Department of Sociology, September 1976.

Schrader, W. B., & Hilton, T. L. Educational attainment of american high school seniors in 1960, 1965, and 1972: Feasibility study. Princeton, N.J.: Educational Testing Service, April 1975. (ED 110 512)

Schwartz, J. B. University financial aid for adolescents from low-income families. Chapel Hill, N.C.: University of North Carolina, in progress.

Scott, E. D. Field of study choices of young female high school graduates. Doctoral dissertation. Purdue University, in progress.

Selby, D. Item nonresponse in the first follow-up survey of the National Longitudinal Survey of the High School Class of 1972. Washington, D.C.: Joseph Froomkin, Inc., May 1976. (ED 133 334)

Selby, D. Comments on possible policy research uses of four major longitudinal data bases. Washington, D.C.: Joseph Froomkin, Inc., March 1977.

Selby, D. Tape record layout and related documentation for work file extract of NLS-1972 SFU master file. Washington, D.C.: Joseph Froomkin, Inc., October 1978.

Selby, D., & Froomkin, J. Participation in postsecondary education: An outline sketch. Washington, D.C.: Joseph Froomkin, Inc., July 1979.

Shah, B. V., Hartwell, T. D., Rao, A. V., & Shirey, S. J. *Sycor (NLS) quality control--The second follow-up*. Research Triangle Park, N.C.: Research Triangle Institute, September 1975.

Shah, B. V., Holt, M. M., & Folsom, R. E. *Inferences about regression models*. Research Triangle Park, N.C.: Research Triangle Institute, August 1981.

Shah, B. V., & Marnell, D. K. *Calculation of nonresponse-adjusted student weights for respondents to the NLS second follow-up survey*. Research Triangle Park, N.C.: Research Triangle Institute, January 1976. ED 167 572

Shakotko, R. A., & Grossman, M. *Disability and postsecondary educational choices*. Paper presented at the National Bureau of Economic Research Conference on Economic Aspects of Health, Palo Alto, California, July and August 1980.

Stafford, C. E. *A KWIC--keyword in context--index and author index of NLS library materials*. Research Triangle Park, N.C.: Research Triangle Institute, May 1979.

Symonette, H. *Vocation-oriented postsecondary education and the labor market: The school-to-work transition of the 1972 high school cohort*. Madison, Wisconsin: University of Wisconsin, May 1979.

Tabler, K. A. *Research and information on employment and training: Local, state, and federal communications results and utilization*. Symposium cosponsored by Pennsylvania State Board of Education & U.S. Department of Labor Region III, Hershey, Pennsylvania, June 1975. (ED 121 987)

Tabler, K. A. *National Longitudinal Study of the High School Class of 1972: Tabular summary of first follow-up questionnaire data*. Washington, D.C.: U.S. Government Printing Office, 1976. (ED 143 677)

Tabler, K. A. *First follow-up survey design, instrument preparation, data collection, and file development*. Washington, D.C.: U.S. Government Printing Office, 1977. (ED 141 406)

Tabler, K. A., Berls, R., & Cornelson, L. *Philosophy of the design and development of the questionnaire*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975.

Tabler, K. A., & Schmidt, W. H. *Differences between early and late respondents to a mail survey and some associated measures of data quality*. Handout for presentation at the 138th annual meeting of the American Statistical Association, San Diego, California, August 1978.

Tabler, K. A., & Wagner, A. P. *National Longitudinal Study of the High School Class of 1972: Distribution and packaging of student financial aid, Some evidence from the survey of the high school class of 1972*. Washington, D.C.: National Center for Education Statistics, February 1977. (ED 156 047)

Talbert, R. J. National Longitudinal Study of the High School Class of 1972: Critical data base. Research Triangle Park, N.C.: Research Triangle Institute, May 1976. (ED 167 570)

Talbert, R. J. Privacy, confidentiality, and the National Longitudinal Study. Research Triangle Park, N.C.: Research Triangle Institute, January 1979.

Taylor, M. E., Stafford, C. E., & Place, C. National Longitudinal Study of the High School Class of 1972 study reports update: Review and annotation. Research Triangle Park, N.C.: Research Triangle Institute, June 1981.

Tenison, L. J. Description and specifications for the linked NLS-institutional data base: National Longitudinal Study of the High School Class of 1972. Washington, D.C.: College Entrance Examination Board, March 1976.

Thomas, G. E. Race and sex effects in the process of educational achievement. Doctoral dissertation. University of North Carolina at Chapel Hill, 1975.

Thomas, G. E. The influence of ascription, achievement, and educational expectations on black-white postsecondary enrollment. Sociological Quarterly, Spring 1979. (ED 164 654)

Thomas, G. E. College characteristics and black students' four-year college graduation: An empirical evaluation. Baltimore, Maryland: The Johns Hopkins University, December 1980.

Thomas, G. E. Student and institutional characteristics as determinants of prompt college graduation for race and sex groups. Baltimore, Maryland: The Johns Hopkins University, December 1980.

Thomas, G. E. Race and sex differences and similarities in the process of college entry. Higher Education, 1980.

Thomas, G. E., Alexander, K. L., & Eckland, B. K. Access to higher education: The importance of race, sex, social class and academic credentials. School Review, February 1979, 87(2).

Thompson, B. W. Tabular summary of student questionnaire data (Volumes I & II). Washington, D.C.: U.S. Government Printing Office, 1974. (ED 103 452 & ED 103 453)

Thomson, D. R. Postsecondary students: Financial rights, choices, recommendations (1976 Statewide Plan). Albany, N.Y.: Office of Postsecondary Research, June 1976.

Thornton, C. H. The social psychological model of educational attainment: Some notable race differences. Chapel Hill, N.C.: University of North Carolina, April 1976.

Thornton, C. H. Black-white differences in educational attainment: A replication and expanded interpretation. Chapel Hill, N.C.: University of North Carolina, October 1976.

Thornton, C. H. The educational attainment process: Some important interaction effects. *The Black Sociologist*, March 1977.

Thornton, C. H. *The effects of high school contexts upon black and white college attendance*. Doctoral dissertation. University of North Carolina at Chapel Hill, 1978.

Thornton, C. H. *The effects of athletic participation upon college attendance: Some black-white differences*. Baton Rouge, Louisiana: Southern University, Department of Sociology, June 1979.

Thornton, C. H. *More on the effects of school desegregation*. Baton Rouge, Louisiana: Southern University and A & M College, 1980.

Thornton, C., & Eckland, B. K. *High school contextual effects revisited: Some black-white differences*. Baton Rouge, Louisiana: Southern University & A & M College, 1979.

Thornton, C. H., & Eckland, B. K. High school contextual effects for black and white students: A research note. *Sociology of Education*, October 1980, *53*.

Venti, S., & Wise, D. A. *Test scores, educational opportunities, and individual choice* (Number 92D). Cambridge, Massachusetts: John Fitzgerald Kennedy School of Government, Harvard University, June 1980.

Wagner, A., & Cunningham, T. *The effect of awarded credit by examination of attendance behavior*. Lafayette, Indiana: Purdue University, in progress.

Wagner, A. P., & Rice, L. D. *Student financial aid: Institutional packaging and family expenditure patterns*. Washington, D.C.: College Entrance Examination Board, April 1977. (ED 154 771)

Waldenberg, A. L. *Life after high school: Education and migration decisions*. New Haven, Connecticut: Institute for Demographic and Economic Studies, Inc., 1976.

Waldenberg, A., & Wagner, A. *Nontraditional attendance decisions in postsecondary education: Factors affecting schooling and labor supply*. Lafayette, Indiana: Purdue University, in progress.

Walther, R. H. *Analysis and synthesis of DOL experiences in youth transition to work programs*. Washington, D.C.: George Washington University, December 1976.

Weaver, T. W. In search of quality: The need for talent in teaching. *Phi Delta Kappan*, September 1979.

Weidman, J. C. *The impact of self-esteem on the educational and occupational attainments of youth--a longitudinal assessment*. Pittsburgh, Pennsylvania: University of Pittsburgh, in progress.

Westat, Inc. *Sample design for the selection of a sample of schools with twelfth-graders for a longitudinal study*. Rockville, Maryland: Author, June 1972.

Wiley, D. E. *Accuracy of estimates reported in: High school learning, vocational tracking, and what then?* Evanston, Illinois: Northwestern University, July 1980.

Williams, R. L. *The National Longitudinal Study: Estimated third follow-up survey design effects and associated sampling errors*. Research Triangle Park, N.C.: Research Triangle Institute, October 1978.

Williams, S. R., & Folsom, R. E., Jr. *Bias resulting from nonresponse: Methodology and findings*. Research Triangle Park, N.C.: Research Triangle Institute, September 1976. (ED 161 918)

Wisenbaker, J. M. *South Carolina College Council study of financial aid: Base-year trends*. Research Triangle Park, N.C.: Research Triangle Institute, September 1978. (ED 169 806)

Wisenbaker, J. M. *Factors associated with edit failure*. Research Triangle Park, N.C.: Research Triangle Institute, September 1981.

Wisenbaker, J. M. *Factors related to third follow-up survey responses*. Research Triangle Park, N.C.: Research Triangle Institute, September 1981.

Wolfle, L. M. Unmeasured variables in path analysis. *Multiple Linear Regression Viewpoints*, June 1979, *9*(5).

Wolfle, L. M. *Path analysis with categorical data: Applications to education*. Paper presented at the annual meeting of the American Educationl Research Association, Boston, Massachusetts, April 1980.

Wolfle, L. M. *Latent causal structures in panel surveys*. Blacksburg, Virginia: Virginia Polytechnic Institute and State University, in progress.

Wolfle, L. M., & Lichtman, M. *Educational attainment among whites, blacks, and Mexican-Americans*. Blacksburg, Virginia: Virginia Polytechnic Institute and State University, in progress.

Woods, E. M., & Haney, W. *Outcomes associated with vocational education*. Cambridge, Massachusetts: The Huron Institute, in progress.